Gage & Co's.

Educational Series

BOOK IV.

CANADIAN READERS.

In the olden days of Art,
Builders wrought with greatest care
Each minute and unseen part;
For the Gods see everywhere.

Let us do our work as well,
Both the unseen and the seen;
Make the house, where Gods may dwell,
Beautiful, entire, and clean.

Henry W. Longfellow.

W. J. Gage & Co.'s Educational Series.

CANADIAN READERS.

BOOK IV.

BASED ON THE SERIES PREPARED BY

J. M. D. MEIKLEJOHN, M.A.,
PROFESSOR OF EDUCATION IN THE UNIVERSITY OF ST. ANDREWS,

AND EDITED BY CANADIAN EDUCATIONISTS FOR USE IN THE SCHOOLS OF CANADA.

W. J. GAGE AND COMPANY,
TORONTO AND WINNIPEG.

Entered, according to Act of Parliament, in the Office of the Minister of Agriculture, in the year of our Lord 1883, by W. J. GAGE & Co., Toronto.

PREFACE.

In preparing the present volume, the object chiefly aimed at has been to supply a series of literary selections combining instruction with entertainment, and exhibiting the most characteristic features of some of the leading authors of England and America. Many pupils leave school without advancing beyond the Fourth Book, and it is of importance that their interest in literary subjects be awakened before they enter upon the active duties of life. Facilities are here afforded to teachers for arousing such an interest, as well as for imparting the just method of gaining an insight into an author's style, and of arriving at the true significance of his most salient passages. As a basis for preliminary examinations in literature, this volume will be found to be a decided advance upon any previously issued.

Where it has been thought necessary, full notes explanatory of difficult words or peculiar phrases, have been inserted at the end of the lessons.

Lessons on Temperance have also been introduced. Intemperance is one of the most formidable and widespread of vices, — a great and permanent source of crime and want, — and the editors are of opinion that if this manifold evil is ever to be successfully encountered, it is in the school, and in the minds of the young, that the base of operations must be laid.

The lessons on Hygiene, in connection with those in Books III. and V., supply a want long and widely felt. Without adding to the number of the pupil's studies or the cost of his text-books, he is, by the aid of these lessons, taught the leading rules for preserving his health, and is directed as to the best means for saving life and avoiding unnecessary pain in case of accidents.

Canada receives special prominence in this book. The leading Canadian authors have been laid under tribute, and an opportunity is thus afforded for the pupils to become familiar with the names and styles of their literary compatriots. Most of the selections made from the works of these authors refer to Canada or to some phase of our social life.

CANADIAN HISTORY has been briefly sketched, and it is confidently hoped that the sketch, in the hands of teachers thoroughly acquainted with the subject, will become the means of creating more general interest in matters so important to the youth of Canada.

The APPENDICES will be found most useful to both teacher and pupil. Brief sketches of the leading authors from whom selections have been made are given in the first; the second contains the chief elements that form our language; the third contains a brief but comprehensive statement of the principles of elocution; and the fourth completes the work begun in BOOK III., by giving an additional list of the words commonly mispronounced.

The teacher should, in order to bring out the full meaning of the text, ask very many more questions than those appended to the lessons. A full knowledge of the meaning of the text is essential in every reading-lesson; the appended questions are intended only as samples, not as complete sets.

The teacher will also observe that the sentences referred to for parsing and analysis are likewise merely samples; others must be given, but in order of difficulty, — a new difficulty or construction should not be introduced till the preceding one is mastered.

In the composition exercises the teacher must examine the work of each pupil, not only for the purpose of ascertaining if the matter is correct, but also for the purpose of pointing out any wrong constructions, or errors in grammar, and having the pupil remove them. Some of these errors, if of a common character, may be written out on the blackboard, and criticised by the pupils themselves.

Our thanks are due to the illustrious American poets, Henry Wadsworth Longfellow and John Greenleaf Whittier, for kindly forwarding us autograph selections; also to Messrs. Dawson Bros., Montreal; the Methodist Publishing House, Toronto, and others, who have kindly permitted us to reprint extracts from their copyright works.

We are also indebted to the following Canadian artists for the skill and promptitude with which they have assisted in the work of illustration: Mr. Sandham, late of Notman & Sandham, Montreal; Mrs. Schreiber, and Messrs. Martin and Cruickshank of Toronto; Mr. F. M. Bell-Smith, of Toronto and of Alma College, St. Thomas; Messrs. Notman and Fraser, of Toronto; and the Toronto Engraving Company.

CONTENTS.

		PAGE.
Counsel for Young Men and Women,	*Lord Dufferin*	9
A Modern Fairy Story		12
The Beaver		15
Ye Mariners of England	*Thomas Campbell*	21
The Loyalists of America	*Rev. Dr. Ryerson*	23
A Tale Without an End	*Rev. S. A. Pears*	27
The Atlantic Cable	*Rev. Dr. Dewart*	32
Impromptu	*Louis H. Frechette*	35
A St. Lawrence Rapid	*Charles Sangster*	37
The Elephant		39
Love of Country	*Sir Walter Scott*	46
Dotheboys Hall	*Charles Dickens*	47
The Taking of Roxburgh Castle	*Sir Walter Scott*	53
The Highland Gathering	" "	57
The Town Pump	*Hawthorne*	62
The Cloud	*Percy B. Shelley*	66
The Sagacious Cadi.—Part I.	*Household Words*	71
A Small Catechism	*T. D'Arcy McGee*	78
The Sagacious Cadi.—Part II.	*Household Words*	79
Recollections of my Boyhood	*John Ruskin*	83
Sorrow for the Dead	*Washington Irving*	86
A Tale of War		89
An Adventure	*Bayard Taylor*	90
A Hero	*Thomas Carlyle*	92
Love's Withered Wreath	*Daniel Wilson, LL.D.*	94
The Tiger		99
The Poet's Song	*Alfred Tennyson*	104
Canadian Boat Song	*Thomas Moore*	105
Death of Milly Barton	*George Eliot*	106
The Dogs of St. Bernard	*Library of Entertaining Knowledge*	111
Dare to Do Right	*Thomas Hughes*	115
The First Snow-fall	*James Russell Lowell*	122
Health, and How to Retain It—Part I.,	*Dr. McLaughlin*	124
Abou Ben Adhem	*Leigh Hunt*	132
Health, and How to Retain It—Part II.,	*Dr. McLaughlin*	133
Psalms	*Old Testament*	139
True Heroism		141

		PAGE.
Youssouf	*James Russell Lowell*	146
Burning the Fallow	*Mrs. Moodie*	149
To the Princess Alice	*Alfred Tennyson*	153
Temperance		154
The Sea-gull	*Hour*	158
Death of Wellington	*Benjamin Disraeli*	161
Charge of the Light Brigade	*Alfred Tennyson*	165
Our Dominion	*Rev. Dr. Grant*	168
Murder Relenting	*William Shakespeare*	174
Higher Education for Women	*Dr. Wilson*	181
Contemplation	*John Milton*	185
The Creation of the Earth	*Dr. Dawson*	190
An April Day	*Chaucer*	196
The Future of Canada	*Rev. Joseph Cook*	198
Hamlet's Soliloquy	*William Shakespeare*	202
Advice to Young Men	*Hugh Miller*	204
Good News from Ghent	*Robert Browning*	211
Niagara Falls	*Archbishop Lynch*	215
A Psalm of Life	*H. W. Longfellow*	223
The Ladder of St. Augustine	*Longfellow, Tennyson, and Holland*	225
Love for Mankind	*Rev. Dr. Punshon*	226
Evening in Paradise	*John Milton*	229
In Westminster Abbey	*Joseph Addison*	232
The Eve of Quatre Bras	*Lord Byron*	236
The Sermon on the Mount	*New Testament*	240
Canadian Loyalty	*Rev. Dr. Ryerson*	244
Aphorisms from Shakespeare		248
Enjoyment of Nature	*William Cowper*	252
The Cause of Temperance	*John B. Gough*	254
Sketch of the History of Canada		257
Burial of Sir John Moore	*Rev. Charles Wolfe*	274
Manitoba		276
The Red River Voyageur	*John G. Whittier*	280
North-Western Canada	*Marquis of Lorne*	282
Lines on a Skeleton	*Anonymous*	287
Lord Selkirk	*Rev. Professor Bryce*	289
The Soldier's Dream	*Thomas Campbell*	293
The Greatness of England	*William E. Gladstone*	295
The Silent Searchers	*Henry Ripley Dorr*	297

APPENDICES:

A. Biographical Notices	299
B. Etymology	305
C. Principles of Elocution	314
D. Words Commonly Mispronounced	318

THE FOURTH READER.

COUNSEL FOR THE YOUNG MEN AND WOMEN OF CANADA.

Imped'iment, a hindrance. | **Chiv'alry**, gallantry.
An'nals, records. | **Au'spices**, influences.

[The following selections are made from addresses delivered by Lord Dufferin while Governor-General of Canada.]

1. Remember that the generation which has preceded you has succeeded in bringing to a successful issue one of the most difficult beneficial achievements which statesmen have ever undertaken. The generation which now lives and superintends the affairs of this great country has been able, in spite of no ordinary difficulties and impediments, to weld into a united Dominion the whole of those magnificent provinces of Canadian America which are contained between the Atlantic and the Pacific. 2. It is to the guardianship and improvement of this inheritance that in due time those I now address will be called, — and a heavy responsibility lies upon you to use to the best advantage the glorious birthright to which you will fall heirs. Happily you live in a land whose inhabitants are as free as the air they breathe, and

there is not a single prize which the ambition of man can desire, to which you may not aspire. There is not one of you here who may not rise to the highest offices of the state, who may not render his name illustrious for all time to come, who may not engrave for himself on the annals of our country an imperishable record.

3. Perhaps in no country in the world, under no possible conditions which can be imagined, do a body of young men, such as those I see around me, start in life under more favorable auspices, or enter upon their several careers with a more assured certainty that, by industry, by the due cultivation of their intelligence, by sobriety of manners and of conduct, they may attain the greatest prizes of life. 4. I would remind you that you are citizens of a country in which all the most cherished prizes of ambition are open to all, — that, however humble the origin of any of you may have been, there is no position in the service of the country to which you may not hope to attain; and such a position is one of the most honorable objects of ambition which a young man could put before him as his aim in life. 5. And I would further remind you that you may hope to attain to not only the prizes which exist in this country in the several professions you may adopt, or in the public services of the Dominion, but to those other prizes of an imperial nature within your reach, — for the Queen of England does not stop to inquire whether a deserving citizen is an Australian, or a Canadian, or a Scotchman, or an

Irishman, or an Englishman; it is enough that he should have rendered the state good service, and this is his title to her favor and reward.

. . . . . .

6. In speaking of a certain lady, an English writer, famous in his time, concluded a brilliant passage in her honor by observing that "to know her was itself a liberal education." I would venture to recommend you to lay this observation to heart, and to remember that the character and conduct of the women of a country do more perhaps than anything else to elevate the tone of feeling amongst its inhabitants, to inspire them with high thoughts and noble endeavors, and with that spirit of chivalry which raises our nature far above its ordinary level. 7. When, however, these sentiments are still further illuminated by a spirit of devotion, and directed by the counsels of religion, we may have just cause to hope that the career of such a nation will receive the blessing of God, and will prove a benefit to the world at large.

QUESTIONS. — 1. What are to be the duties hereafter of those who are now young? 2. What preparation is needful for them? 3. The "inhabitants are as free as the air they breathe,"— may we do anything we like? 4. What has to guide us in our freedom of action? 5. Why is everything so favorable for a young Canadian starting in life? 6. What positions (or prizes) may he hope to gain? 7. If young people wish to gain honor and respect, what must be their guiding principles?

EXERCISES. — 1. Learn to spell and give the meaning of:

A-chieve'-ment	Guar'-dian-ship	Au'-spi-ces	En-deav'-or
Im-ped'-i-ment	In-her'-it-ance	Chiv'-al-ry	Im-a'-gined
Im-per'-ish-a-ble	Am-bi'-tion	Pro-fes'-sions	Cit'-i-zens

2. Analyze the first sentence in section 6.

A MODERN FAIRY STORY.

Conven'iences, things to make life comfortable.
Cen'tury, a hundred years.
Cut'lery, things to cut with, such as knives and scissors.
Min'erals, substances found in the earth.
Locomo'tive, moving from place to place.
Correspond'ence, letters.
Canals', water-roads, made, not natural.
Tel'egraph, a message sent from a distance by electricity.
Ed'itor, a person who prepares writing for the printer.
Photog'raphy, the art of making pictures by means of light.
A'gency, action.
Mir'acle, a wonder.
Viv'idly, very clearly.
Renowned', famous.
Prov'idence, care.
Civ'ilized, educated, not barbarous.

1. I live in a house that has conveniences and comforts which even a king could not command some centuries ago. There are ships crossing the seas in every direction, some driven by steam, and some by the wind, to bring what is useful to me from all parts of the earth. 2. In China and in India, men are gathering the tea-leaf for me; in the Southern States of America and in India they are planting cotton for me; in the West India Islands and in Brazil, they are preparing my sugar and my coffee; in Italy and in France, they are feeding silk-worms for me; at home, they are shearing sheep to make me clothing; powerful steam-engines

are spinning and weaving, and making cutlery for me; and pumping the mines, that minerals useful to me may be brought safely from the dark regions underground.

3. My fortune is small, yet I have locomotive engines running, day and night, on all the railroads, to carry my correspondence. I have canals to bring the coal for my winter fire, and gas which gives a better light than dozens of candles. 4. Then I have telegraphic lines which tell me the same day what has happened thousands of miles off, which in a minute flash a message for me to the bedside of a sick relative hundreds of miles distant; and I have editors and printers who daily send me an account of what is going on throughout the world, amongst all these people who serve me. By photography I can get in a few seconds a perfect likeness of myself or my friend, drawn without human touch, by the simple agency of light.

5. And then, in a corner of my house, I have *books!* — the miracle of all my possessions, more wonderful than the wishing-cap of the Arabian tales; for they carry me instantly, not only to all places, but to all times. By my books I can bring vividly before me all the great and good men of old; and for my own private satisfaction, I can make them act over again the most renowned of all their deeds. 6. In a word, from the equator to the pole, and from the Creation until now, by my books I can be wherever I please.

This picture is not overdrawn, and might be much extended; so great is the miracle of God's

goodness and providence, that each individual of the civilized millions that cover the earth may have nearly the same enjoyments as if he were the single lord of all.

QUESTIONS. --1. In what respect are we better off than even a king was hundreds of years ago? 2. What are the advantages of the telegraph? 3. Where do we get tea from. 4. Where is cotton grown? 5. Where is Brazil, and what comes to us from there? 6. What is reared in Italy? 7. What is cutlery? 8. Name some minerals. 9. How are locomotive engines driven? 10. What is gas made from? 11. Who is the chief printer in a photographer's studio? 12. What is the equator? 13. What are the poles?

DICTATION. — Learn to spell and write out section 5.

EXERCISES. — 1. Learn to spell the following words :

Con-ven'-ience	Cloth'-ing	Tel-e-graph'-ic	Pos-ses'-sion
Cen'-tu-ries	Cut'-ler-y	Through-out'	Re-nowned'
Bra-zil'	Lo-co-mo'-tive	Pho-tog'-ra-phy	E-qua'-tor
Shear'-ing	Cor-re-spond'-ence	A'-gen-cy	Civ'-il-ized

2. Parse every word in the following sentence : Thought and patience and work can perform greater miracles than any we read of in the most wonderful fairy tale. See Mason's Gram., 294, 598.

3. Add suffixes to the following words : *house ; comfort ; king ; command ; steam ; wind ; useful ; home ; fortune ; world ; serve ; perfect ; human ; simple ; wonder.*

4. Make nouns out of the following verbs and adjectives : *live ; command ; useful ; planting ; preparing ; shear ; spin ; sick ; serve ; draw ; simple ; act ; please ; extended ; cover.*

5. Give the principal parts of the following verbs : *drive ; bring ; spin ; make ; run ; tell ; go.*

6. Give the meaning of the following phrases : (1) Even a king could not command these comforts. (2) To carry my correspondence. (3) Telegraphic lines. (4) The simple agency of light. (5) The miracle of all my possessions. (6) From the equator to the pole. (7) This picture is not overdrawn.

7. Write down a list of some of the things we get from abroad, and say what country produces them.

THE BEAVER.

Ro'dent, gnawing.
Co-op'eration, working together.
Commu'nity, the body of the people (here applied to beavers).
Matu'rity, full growth.
Mar'gin, border, edge.
Alleged', said, declared.
Carniv'orous, flesh-eating.
Advanta'geous, suitable, fitting.
Trap'per, one who traps wild animals.
Em'blem, sign, representation.
Capa'city, ability.
Inoffen'sive, doing no hurt.
Delib'erate, chosen after careful thought.
Attract'ive, pleasing.

1. The Beaver is a fur-bearing animal of the rodent order, and is one of the largest of that group, which includes hares, rabbits, squirrels, mice, rats, and porcupines. They are all provided with powerful front teeth that are kept chisel-shaped and sharp by the action of the wood and other hard

substances which they are constantly gnawing. The length of a full-grown beaver, including the tail, is about three feet and a half, and its weight is about sixty pounds. Its color is reddish or yellowish brown, and its body is colored with beautiful soft fur, which was formerly in great demand, and is still valuable, though it has gone to some extent out of use as the result of employing silk in the manufacture of hats.

2. The beaver is so fond of water and so well adapted for living in it that it may be described as amphibious. It can move about on the land only with great difficulty, but is a rapid swimmer, and spends much of its time under water. Its fore paws are small in proportion to the size of the animal, and are used chiefly for holding objects, such as pieces of wood, stone, and mud. The hind legs, on the contrary, are long, and the hind feet are webbed to the toes. In swimming the latter alone are used, the fore paws being kept quiet by the side. 3. By the aid of its powerful tail the beaver can swim and dive with great speed and expertness. The tail is nearly a foot in length, and about half as broad as it is long; it is flat and straight, and covered throughout the greater part of its length with black horny scales. It was formerly alleged that the animal used its tail as a mason uses his trowel. Later observations have established the incorrectness of this view of its function, though the beaver does sometimes employ it in packing the mud used in building its houses and dams. The animal can strike with its tail a

very powerful blow, and a stroke on the surface of the water, which can be heard at the distance of half a mile, is the signal by which beavers warn each other of danger.

4. As a rule the American beaver is social in its habits, and takes advantage of co-operation to accomplish tasks which would otherwise be impossible. The members of each community live in pairs, each pair rearing a family of from two to six. Sometimes two or more of these families occupy the same dwelling during the winter, and occasionally two or three hundred beavers are found gathered into one community. In spring they separate and rove about until towards fall, when they return to their old homes and commence their preparations for winter.

5. The site of a beaver community is generally the wooded shore of a lake or stream, the locality being determined largely by the species of the trees, — birch, poplar, and willow having the preference. If the water in the lake is deep enough the beaver houses are built near its margin, the animals using in their construction mud and pieces of the trunks and branches of trees. The latter they procure by gnawing down the standing timber and then cutting it by the same process into suitable lengths and floating it to the place where it is wanted; the former is scooped up and placed in position by the fore paws, the tail being occasionally used for the purpose referred to above. 6. The openings of the houses are under water, and at such a depth that the animals can pass freely under the

ice to procure the supplies of food they have stored away in the shape of bark-covered limbs and trunks of trees. Their chief food in winter is the bark of the willow and poplar, but summer furnishes them with a much more varied means of subsistence. There is no regularity in the arrangement of the materials used in building their houses, but each year a new layer of mud is laid on the outside, until the walls become several feet thick, and quite proof against the carnivorous animals which seek to prey upon the owners.

7. If the home of the community is the bank of a stream, it is often necessary for the beavers to artificially deepen the water. This they do by building a dam across it at some advantageous point, the mode of building being much the same as that adopted in the erection of their houses. Trees are cut down so as to fall into the stream at points above the spot selected, and then allowed to float down to it. They are there kept in position by means of stones and mud; and as the dam, like the dwellings, is extended each year, it soon becomes a very strong embankment. In old beaver dams the trunks of willow and poplar trees are frequently found to have sent up a growth of shoots, the roots of the young trees thus produced binding the whole together like network. It has also been observed that, in places where great capacity to resist force is required, the dam is made of curved form, with the convexity up the stream.

8. From the above description of its habits it will be seen that the beaver is an animal of great

intelligence and industry. It is a busy worker, but is so silent in its movements and so retiring in disposition that it is not easily discovered, and is therefore hard to capture. "Talk of the cunning of the fox," said an old trapper, "I could circumvent the cunningest fox that ever lived, but the beaver has often been, by its intelligence, more than a match for me." 9. It has on account of the valuable qualities just referred to been selected, along with the maple leaf, as the emblem of Canada. In this respect the Dominion is far ahead of either the mother country with its lion, or the United States with its eagle. Both of these, though they possess many interesting and attractive features of character, are animals that live by preying upon others. They are not industrious, are not very remarkable for their intelligence, and show no disposition or capacity to work together with other animals of their own kind for a common purpose or the common benefit. The beaver, on the other hand, is inoffensive in its nature, and social in its habits. 10. Its intelligence is shown not merely by the selection of its haunt and the deliberate purpose to improve it, but by the knowledge of civil engineering it displays in the construction of its dam, and still more by the co-operation of a number of individuals in the erection of a work for the public good. So long as Canadians display the excellent qualities which characterize the animal they have selected as their national emblem, preferring peaceful industry to dishonest acquisition, so long will their national

development be rapid; and their national character attractive. It is hard to say how much influence an emblem of this kind may have on the people who adopt it, but from this point of view, if from no other, the beaver is well worthy of careful observation.

QUESTIONS. — 1. What is peculiar in the teeth of the beaver? 2. What purpose is served thereby? 3. Why has the beaver such fur? 4. Is it of commercial value? 5. Are beavers now as plentiful as ever? 6. Give reasons for the answer. 7. Why do beavers move on land with great difficulty? 8. Why are the feet webbed? 9. Compare the beaver's motions on land and in water with those of the duck and the goose. 10. Why is the beaver called a "social animal"? 11. How does the beaver show intelligence? 12. What defence has the beaver against other wild animals? 13. Show in what way the beaver is a better emblem than the lion or the eagle.

EXERCISES. — 1. Write out the sentences in which the following clauses occur, replacing the latter by other expressions bringing out the full meaning: (1) It may be described as amphibious. (2) Small in proportion to its size. (3) Later observations have established the incorrectness of this view. (4) Social in its habits. (5) The locality being determined largely by the species of trees. (6) There is no regularity in the arrangement of the materials. (7) Possess many interesting and attractive features. (8) With the convexity up the stream.

2. Analyze the first two sentences of section 1.

YE MARINERS OF ENGLAND.

A NAVAL ODE.

1. Ye mariners of England,
That guard our native seas!
Whose flag has braved, a thousand years,
The battle and the breeze!
Your glorious standard launch again
To match another foe!
And sweep through the deep,
While the stormy winds do blow;
While the battle rages loud and long,
And the stormy winds do blow.

2. The spirits of your fathers
Shall start from every wave!
For the deck it was their field of fame
And ocean was their grave:
Where Blake and mighty Nelson fell,
Your manly hearts shall glow,
As ye sweep through the deep,
While the stormy winds do blow;
While the battle rages loud and long,
And the stormy winds do blow.

3. Britannia needs no bulwark,
No towers along the steep;
Her march is o'er the mountain-waves,
Her home is on the deep.
With thunders from her native oak,
She quells the floods below, —

As they roar on the shore,
When the stormy winds do blow;
When the battle rages loud and long,
And the stormy winds do blow.

4. The meteor flag of England
Shall yet terrific burn,
Till danger's troubled night depart,
And the star of peace return.
Then, then, ye ocean-warriors!
Our song and feast shall flow
To the fame of your name,
When the storm has ceased to blow;
When the fiery fight is heard no more,
And the storm has ceased to blow.

Thomas Campbell.

NOTES.

[This poem was written in 1801, during the wars with France, but revised, as is shown in Stanza 2, in which the death of Nelson (1805) is referred to.]

Robert Blake (1598–1657) distinguished himself on the Parliament side in the civil war; having been made Admiral in 1649, he defeated the great Dutch admirals, and punished the pirates of the Mediterranean. Returning to England after a cruise, he died just as his ship was entering Plymouth harbor.

Memorize this poem.

HINTS FOR READING.

VERSE 1. — Line 6: Emphasize *another;* falling inflection on *foe;* pause slightly after *sweep;* emphasize *stormy winds* and *rages;* swell *loud* and *long.*

VERSE 2. — Pause at *fathers,* with rising inflection; emphasize *start;* pause at *deck* and *ocean.*

VERSE 3. — Emphasize *Britannia, bulwark,* and *towers;* rising inflections on *bulwark* and *steep;* pause at *march* and *home;* emphasize *mountain-waves,* with swell; also *home.*

VERSE 4. — Emphasize *terrific burn;* the second *then* slightly.

THE LOYALISTS OF AMERICA.

Declara'tion, an assertion.
Ex'iled, sent away.
Inau'gurate, to begin.
Imputa'tion, a charge, a reproach.
Misrepresent', to put in a wrong light.
Reb'el, one who fights against authority.

1. The Americans inaugurated their Declaration of Independence by enacting that all adherents to connection with the mother country were rebels and traitors; they followed the recognition of Independence by England by exiling such adherents from their territories. But while this wretched policy depleted the United States of some of their best blood, it laid the foundation of the settlement and institutions of the then almost unknown wilderness provinces which have since become the widespread, free, and prosperous Dominion of Canada.

2. Until very recently, the early history of the loyalists of America has never been written, except to blacken their characters and misrepresent their actions; they were represented as a set of idle office-seekers, — an imputation which has been amply refuted by their braving the forests of northern countries, and converting them into fruitful fields, developing trade and commerce, and establishing civil, religious, and educational institutions that are an honor to America itself. Yet, when exiled from their native land, they were bereft of the materials of their true history. . . .

3. The circumstances under which the Loyalists were banished from the States and deprived of their property will largely account for the alienation of feeling which long existed between the

Americans and Canadians, which gave intensity to the war of 1812–15, and exists to some extent at this day, but is gradually subsiding, and is being generally superseded by feelings of mutual respect and friendship, strengthened by large commercial and social relations, including many intermarriages. . . .

4. With the close of that war terminates the history of the United Empire Loyalists of Canada as a distinct and controlling class of the inhabitants; for their numbers had become so reduced by the ravages of time and war, and other classes of immigrants had become so numerous, between whom and the families of the old Loyalists so many intermarriages had taken and were taking place, that the latter became merged in the mass of the population; therefore my history of them as a distinct class comes to an end. All classes were Loyalists, and had fought as one man in defence of their country during the recent war, although all had not fought for the life of the nation and the unity of the empire from 1776 to 1783, or been driven from their homes to Canada, to become the fathers of the inhabitants and founders of the institutions of our country.

Rev. Dr. Ryerson.

NOTES.

United Empire Loyalists is the name given to those residents in what is now the United States who opposed the attempt to make the thirteen British colonies independent of Great Britain. They were loyal to the British sovereign, and wanted to keep the British Empire united. When expelled from the United States, they lost all their property and were forced to settle in various parts of Canada.

Americans and **Canadians.** Canadians are really Americans, but the term "Americans" is here used in a limited sense to signify the people of the United States. This use of the word is improper, but is increasing on account of the difficulty of forming an adjective from "United States."

E. Ryerson

QUESTIONS. — 1. How did the Americans inaugurate their Declaration of Independence? 2. How did they follow the recognition of independence by England? 3. What was the effect of the policy they pursued? 4. Who were the "Loyalists of America"? 5. What prevented their early history from being sooner written? 6. How do you account for the alienation of feeling between Canada and the United States? 7. What is the state of feeling between them now? 8. What event marks the close of the history of the U. E. Loyalists as a class?

EXERCISES. — Explain: (1) This wretched policy depleted the United States of some of their best blood. (2) Braving the forests of northern countries. (3) The materials of their true history. (4) Large commercial and social relations.

DERIVATIONS. — Give the Latin roots from which the following words are derived: *exacting, territories, independence, education, native, respect, reduced, relations.*

A TALE WITHOUT AN END.

Cu'bit, an ancient measure equal to the length of the arm from the elbow to the tip of the middle finger, about a foot and a half.

Delib'erate, slow, calm.
Device', plan, scheme.
Ingen'ious, clever.
Mon'arch, a king.

1. An Eastern monarch made a proclamation that, if any man would tell him a story that should last forever, he would be made heir to the kingdom and would receive the princess, the king's daughter, in marriage; but if any one should pretend that he had such a story, and should fail, — that is, if the story should come to an end, — he was to have his head chopped off.

2. For such a prize as a beautiful princess and a kingdom, many candidates appeared; and dreadfully long stories some of them told. Some lasted a week, some a month, some six months. Poor

fellows! they spun them out as long as they possibly could, you may be sure; but all in vain; sooner or later they came to an end; and, one after another, the unlucky story-tellers all had their heads chopped off.

3. At last came a man who said that he had a story which would last forever, if his Majesty would be pleased to give him a trial.

He was warned of his danger; they told him how many others had tried and lost their heads; but he said he was not afraid, and so he was brought before the king. 4. He was a man of a very composed and deliberate manner of speaking; and after stipulating for time for his eating, drinking, and sleeping, he thus began his story:

"O king! there was once a king who was a great tyrant; and, desiring to increase his riches, he seized upon all the corn and grain in his kingdom, and put it into an immense granary, which he built on purpose, as high as a mountain.

5. "This he did for several years, till the granary was quite full. He then stopped up the doors and windows, and closed it up fast on every side.

"But the bricklayers had, by accident, left a very small hole near the top of the granary; and there came a flight of locusts, and tried to get at the corn. 6. But the hole was so small that only one locust could pass through at a time. So one locust went in and carried off one grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and

then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn——"

7. He had gone on thus from morning to night (except while he was asleep, or engaged at his meals) for about a month, when the king, though a very patient king, began to be rather tired of the locusts, and interrupted his story with "Well, well, we have had enough of the locusts; we will suppose that they have helped themselves to all the corn they wanted; tell us what happened afterwards." To which the story-teller answered very deliberately, "If it please your Majesty, it is impossible to tell you what happened afterwards before I have told you what happened first." So he went on again: "And then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn."

9. The king listened with unconquerable patience six months more, when he again interrupted him with "O friend! I am weary of your locusts! How soon do you think they will

have done?" to which the story-teller made answer: "O king! who can tell? At the time to which my story has come, the locusts have cleared away a small space, it may be a cubit each way round the inside of the hole; and the air is still dark with locusts on all sides. But let the king have patience, and no doubt we shall come to the end of them in time."

10. Thus encouraged, the king listened on for another full year, the story-teller still going on as before: "And then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn; and then another locust went in and carried off another grain of corn;" — till at last the poor king could bear it no longer, and cried out, "O man, that is enough! Take my daughter! take my kingdom! take anything, everything! only let us hear no more of your abominable locusts!"

11. And so the story-teller was married to the king's daughter, and was declared heir to the throne, and nobody ever expressed a wish to hear the rest of his story, for he said it was impossible to come to the other part of it till he had done with the locusts. The unreasonable caprice of the foolish king was thus overmatched by the ingenious device of the wise man.

Letters from an Officer in India, edited by Rev. S. A. Pears.

QUESTIONS.— 1. On what conditions did the king offer to make any one who applied to him his heir, and give him his daughter for a wife? 2. What was to be the result of failure? 3. Did any claimants appear? 4. How long did their stories last?

5. What happened to them? 6. What sort of man was it who said he had a story which would last forever? 7. Did he make any arrangements before he began? 8. What did the tyrannical king do with all the corn that he seized? 9. How big was the granary? 10. How long did it take to fill it? 11. What did he do when it was full? 12. But where had the bricklayers left a hole? 13. How big was it? 14. What happened then? 15. For how long did he go on repeating the same story? 16. Did he get any rest in the mean time? 17. Why would the man not tell the king what happened when all the corn was taken out? 18. How long did the king listen after the first break in the story? 19. What did he say then to the story-teller? 20. Give the man's reply. 21. How much longer did the king endure the endless repetition? 22. At the end of the year what did he say? 23. Who heard the end of the story?

DICTATION. — Learn to spell out section 11.

EXERCISES. — 1. Learn to spell the following words:

Mar'-riage	Stip'-u-lat-ing	Pa'-tience	Ca-price'
Can'-di-date	Im-mense'	En-cour'-aged	In-gen'-ious
De-lib'-er-ate	In-ter-rupt'-ed	Un-rea'-son-a-ble	De-vice'

2. Parse and analyze, as two simple sentences, section 4, from "O king" to "kingdom." See Mason's grammar, 492, B. 5, 372, 4.

3. Add prefixes to the following words: *ever, appear, told, pleased, built, engaged, patience, till.*

4. Add suffixes to the following words: *heir, pretend, fail, end, week, fellow, please, danger, tyrant, patient, tire, interrupt, listen, weary, space.*

5. Write out the conjugation of the following verbs: *tell, come, spin, drink, begin, bear.*

6. Make nouns out of the following verbs and adjectives: *listened, unconquerable, interrupted, weary, tell, cleared, dark, encouraged, full, carried, abominable, married.*

7. Explain the following phrases: (1) The king made a proclamation. (2) He would make him his heir. (3) Many candidates appeared. (4) A great tyrant. (5) A flight of locusts. (Others may be given.)

THE ATLANTIC CABLE.

1. Ring out the loud acclaim!
A grander victory claims each iron tongue
Than ever warrior won on field of fame,
Or poet sung.

2. Birth of an age sublime,
To whose unsealed and Heaven-illumined eye;
New worlds of thought, the starry spheres of time,
Unshrouded lie.

3. Waiting this latter day,
Like undiscovered mines, descried at last,
What giant forces hid in Nature lay
Through ages past!

4. What ancient days saw not,
By Heaven long sealed from mortal eye and ear,
Unpierced by poet's deep pathetic thought,
We see and hear.

5. The thrilling tale is told,
Which doth the world's dull listless ear command;
The child at play, — the miser o'er his gold, —
All wondering stand.

6. A belt of thought has spanned
The deep. While storms above resistless roll,
Across a dim and undiscovered land,
Soul speaks to soul.

7. Frail link, thy path is strange,
Silent, and lone, by mortal foot untrod;
In darkness hidden from light's deepest range,
Known but to God:

8. O'er mountains sunk from sight,
Whose highest peaks are sunny sea-girt isles,
Through valleys lit with gleam of pearly light,
Where beauty smiles:

9. Where sleep the dead unknown
In caverns lone, deep-hid from Friendship's eye;
Where no green mound, nor monumental stone,
Tells where they lie.

10. Tidings of vict'ry won,
Of kingdoms lost and proudest hopes laid low,
Along thy secret path shall swiftly run,
To thrill with joy or woe.

11. Thy mystic whisper shall
Kindle the light of gladness in the breast,
And cause the tear of agony to fall
From hearts distrest.

12. We fain would know from thee
What scenes of grandeur and of beauty lie
Hid, in the bosom of the "sounding sea,"
From mortal eye.

13. Our questionings are vain.
Mysterious herald, thou wilt not forego
Those treasured secrets of the mighty main,
We long to know.

14. With wondering joy we see
The grand achievement patient toil has wrought;
The world beholds with awe the majesty
Of human thought.

15. May Art's great triumph prove
A golden bond, by our great Father given,
To bind two worlds in amity and love,
By time unriven; —

16. A tie of brotherhood, —
A vital ligament, through which shall flow
Thoughts, that promote the peace and good
Of all below. *Dr. Dewart.*

NOTES.

"**The Atlantic Cable.**" In 1850 the first submarine telegraphic cable was laid between Dover and Calais. In 1858, in consequence of the discovery of an elevated plateau between Newfoundland and Ireland, at a depth of from two to two and a half miles, the first Atlantic cable was laid (Aug. 5). This cable soon became useless. In 1865 another was laid; this has since been followed by several more.

Ring out . . . sung. Because the triumphs of peace bring happiness and good to man; those of war, sorrow, and often only harm.

Birth . . . hear. The present age is noted for its activity in scientific research, and for turning its inventions and discoveries, as far as possible, to the use of man.

QUESTIONS. — Explain: iron tongue (1); unscaled eye. See Acts ix. 18 (2); thrilling tale (5); belt of thought (6); Across . . . land (6); Frail link (7); Through . . . smiles (8); mystic whisper (11); A tie of brotherhood (16).

DIRECTIONS AND CAUTIONS FOR READING.

The spirit throughout is animated.

VERSE 2. — Line 1: Avoid verse-accent by dwelling on *Birth*, pause slightly, and combine rapidly *of-an-age*.

VERSE 4. — Read the first three lines lower, and rise on the last line; emphasize *We see* and *hear*.

VERSE 6. — Emphasize *belt of thought*, emphasis stronger on *thought*. Read the last line slowly, solemnly, but with force.

VERSE 7. — Read the last line slowly and with deep solemnity

VERSE 9. — Soften the tone and give it tremor, especially *dead unknown*; emphasize *Friendship*; dwell on *Tells*, in line 4, and pause to avoid accent on *where*. Lower the pitch and add solemnity to *where they lie*.

VERSES 10 and 11. — More animation and faster time.

VERSE 10. — Emphasize *thrill*. Read *joy* higher and *woe* deeper.

VERSE 11. — Make no pause on *shall*.

VERSE 12. — Read *sounding sea* like a chant; be careful to say *mortal*, not *mortle*.

VERSES 15 and 16. — Increase the warmth of tone to the end.

VERSE 15. — Read *by our great Father given* with fervor and reverence.

VERSE 16. — Emphasize *brotherhood* with swell; emphasize *thoughts*, and sustain or rather increase the animation on the last line.

IMPROMPTU.

1. The forest has spells to enchant me,
   The mountain has power to inthrall;
   Yet the grace of a wayside blossom
   Can stir my heart deeper than all.

2. O towering steeps, that are mirrored
   On Saguenay's darkening breast!
   O grim, rocky heights, sternly frowning,
   The thunders have smitten your crest!

3. O sentinels piercing the cloud-land,
   Stand forth in stupendous array!
   My brow, by your shadows enshrouded,
   Is humbled before you to-day.

4. But, peaks that are gilded by heaven,
Defiant you stand in your pride!
From glories too distant, above me,
I turn to the friend by my side.

Louis H. Frechette. *Translated by J. D. Edgar.*

NOTE. — The title "Impromptu" is intended to signify that this is a poem composed off-hand, or without forethought.

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 1. — Line 1: Pause after *forest*; combine *has spells* as one word, dwelling longer on *spells*, pausing slightly after it, and then giving the greatest time and emphasis to *enchant*. Line 2: Dwell upon and emphasize *mountain*, pause after it, and combine the remaining four words, reading the first three rapidly, and prolonging the voice on *'thrall*. Line 3: Emphasize *grace* slightly and prolong its quantity; combine the last four words, dwelling upon *wayside blossom*, but emphasizing *blossom*. Line 4: Read the first four words with nearly equal time; emphasize *deeper*, dwelling longer on *deep*, slightly pausing after it, and slightly emphasizing *all*.

VERSE 2. — Read this verse with warmth and orotund quality. Line 1: Give longer quantity to each of the first three words, and combine the last three, reading *that are* fast, and dwelling slightly on *mirrored*. Line 2: Give chief expression and longer quantity to *darkening*. Line 3: Pause longer after *heights*, and read *sternly frowning* with equal force and longer time. Line 4: Emphasize *thunders*; combine the last four words, giving almost equal time to the last three words.

VERSE 3. — Read the first two lines of this verse in the spirit and with the tone of verse 2, but change to a softer and more effusive tone on the last two lines. Line 1: Emphasize *piercing*, and lengthen its time. Line 2: Read *stand forth* in lofty, commanding tones, and give force to *stupendous*. Line 4: Emphasize *humbled*, dwelling upon *hum*; slightly emphasize *you*.

VERSE 4. — Line 2: Emphasize *Defiant*, pausing longer after it than after *stand*; give some force to *you* and to *pride*. Line 3: Give chief force and longest time to *too distant*, and dwell slightly on *above*. Line 4: Emphasize *friend*; read the last three words slowly, dwelling longer on *side*.

A ST. LAWRENCE RAPID.

1. All peacefully gliding,
The waters dividing,
The indolent batteau moved slowly along,
The rowers light-hearted,
From sorrow long parted,
Beguiled the dull moments with laughter and song;
"Hurrah for the Rapid! that merrily, merrily
Gambols and leaps on its tortuous way;
Soon we will enter it, cheerily, cheerily,
Pleased with its freshness, and wet with its spray."

2. More swiftly careering,
The wild Rapid nearing,
They dash down the stream like a terrified steed;
The surges delight them,
No terrors affright them,
Their voices keep pace with their quickening speed;
"Hurrah for the Rapid! that merrily, merrily
Shivers its arrows against us in play;
Now we have entered it, cheerily, cheerily,
Our spirits as light as its feathery spray."

3. Fast downward they 're dashing,
Each fearless eye flashing,
Though danger awaits them on every side;
Yon rock — see it frowning!
They strike — they are drowning!

But downward they speed with the merciless tide;
No voice cheers the Rapid, that angrily, angrily
Shivers their bark in its maddening play;
Gayly they entered it,—heedlessly, recklessly
Mingling their lives with its treacherous spray!

Charles Sangster.

NOTES.

"**Batteau**" is the local form of *bateau*, the French name for boat.

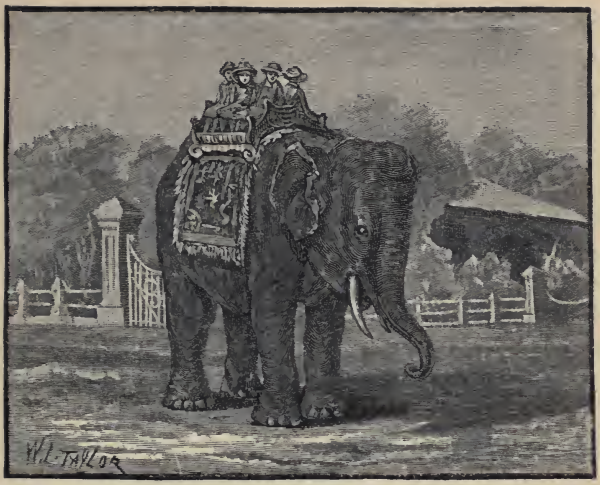
"**The Wild Rapid.**" The scene described in the above poem might be connected with any one of several rapids in the St. Lawrence River between Cornwall and Montreal. The most dangerous of these is the rapid at Lachine, which, however, like the rest, is regularly run by steamers engaged in the St. Lawrence trade. Running the rapids of Canadian rivers is often done in birch-bark canoes, which are so light as to be easily carried past obstructions in going up a stream.

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 1. — The metre of this poem tends strongly to sing-song. Avoid it by pausing before the accented word or syllable when practical, and lengthening the time of unaccented syllables or words of importance. Apply this rule to *peacefully*, *moved*, *slowly*, *light-hearted*, *sorrow*. Read the first division of line 6 slower, and the second faster and livelier. In every rendering of the *Hurrah for the Rapid!* read louder and livelier, sustaining a monotone almost like a chant.

VERSE 2. — Increase the force throughout the stanza, rendering it animated and faster. Read the simile in line 2 fast, but dwell on *steed*, and combine the preceding words. Read the metaphor in line 8 according to its nature — quickly and vigorously.

VERSE 3. — The tone sterner. Lines 4 and 5: Read with increased animation and force, with emphasis on *rock*, *strike*, *drowning*. Line 6: Fast, but deeper in tone. Line 7: Read slower and lower; add emphasis to the second *angrily*. Line 8: Emphasize *shivers* and *maddening*. Line 9: Emphasis on *gayly*, increased on *entered*. Line 10: Emphasis on *lives*, and slighter on *treacherous*.



THE ELEPHANT.

Exag′gerated, heightened, or going beyond the truth.
Enam′el, the smooth, hard substance coating the teeth.
Mo′lar (teeth), the flat backteeth.
Per′forated, pierced.
Append′age, something hanging or attached to.
Incal′culable, so great as not to be calculated.
Project′ing, sticking out.
Transfixed′, pierced.
Judi′cious, wise, just.
Domes′ticated, tamed so as to be attached to the house.
Te′dium, wearisomeness.
Appre′ciate, to understand and feel the value of.
Ingenu′ity, cleverness, skill.
Hav′oc, destruction.
Epidem′ic, a disease falling upon many at once.

1. The elephant belongs to a class of animals which are distinguished by great thickness of skin. Most of them, like the tapir, the rhinoceros, and the hippopotamus, are of large size, the common hog being in this respect an exception. The elephant is the largest of all, but its size has been greatly exaggerated. Eight feet is about its aver-

age height at the shoulder, and it very seldom measures much more than ten. The body is very bulky in proportion to its height, the weight of a large, full-grown elephant being from four to five tons.

2. There are two distinct species of this singular animal, one being found only in the southeastern part of Asia, the other only in Africa, over which it roams from Senegal and Abyssinia on the north, to the borders of Cape Colony on the south. The chief points of distinction between Asiatic and African elephants are the ears and teeth. In the former, the ears are of moderate size, and the enamel on the surface of the molar teeth is moulded into a number of narrow bands like folded ribbons; in the latter, the ears are very large, and the enamel is formed into five or six diamond or lozenge-shaped folds, as if several smaller teeth had been pressed together to form a single one.

3. Two of the teeth in the upper jaw in both species project to a considerable length, and are known under the name of tusks. They furnish the ivory of commerce, and on account of this valuable substance great numbers of elephants are annually destroyed. The average weight of a pair of tusks taken from the African elephant is about a hundred and twenty pounds, but in the larger male animals it often runs up to a hundred and fifty.

4. The strangest part of the elephant is the trunk or proboscis. This wonderful organ is in fact a development of the upper lips and the nose, and is perforated through its entire length by the

nostrils, and furnished at its extremity with a finger-like appendage, which enables the animal to pluck a single blade of grass or to pick a minute object from the ground. The value of the proboscis to the elephant is incalculable, for without its aid the creature would soon starve. The short, thick neck would prevent it from stooping to graze, while the projecting tusks would effectually hinder it from reaching any vegetables which might grow at the level of its head; and as it would be unable to draw water into its mouth without the use of the trunk, thirst would in a very short time end its existence.

5. The elephant in its wild state lives on herbage and the small leafy branches of trees. These are collected in bundles, and are then thrust into the mouth by the aid of the trunk. In drinking, it sucks up a quantity of water in the same organ and pours it down its throat, repeating this curious operation till thirst is completely quenched. In warm weather it can enjoy the luxury of a shower-bath whenever it pleases, by filling the trunk in the same way and then squirting the water over its body as from a syringe.

6. In order to support the enormous weight which rests upon them, the legs are very short, and are set perpendicularly, without that bend in the hinder leg which is found in most animals. Though the foot is extremely large, it is admirably formed for the purpose it is designed to fulfil, and does not, as might be supposed, fall heavily on the ground. The hoof that encloses it is composed of

a vast number of horny plates, arranged on the principle of the common carriage spring, which seem to guard the animal from the jarring shock of the heavy limb.

7. The method most frequently adopted by the

natives to capture the African elephant consists in digging a pitfall in some place to which it habitually resorts. This pitfall is about eight feet by four, and the animal when it falls in is transfixed by a sharp stake set upright at the bottom. In Asia wild elephants are often taken singly by the aid of others already domesticated and trained

to the work. While the attention of the wild animal is engaged by the tame one, the rider of the latter quietly fastens the hind legs of the former to a strong tree; a judicious mixture of severity and kindness soon brings it into subjection. Another method of capture consists in driving a herd of wild elephants into a strong enclosure, a process requiring a great number of people and sometimes lasting for weeks. Fear causes them to huddle together in the centre of the space, and they are then secured by the aid of trained animals, as before. Elephant hunting is an extremely dangerous amusement, but it is on that very account a favorite one with the officers of the British army in India, for it serves to relieve the tedium of garrison life when there are no active military duties to be performed.

8. The African elephant is valued almost entirely on account of its flesh and its ivory, but its Asiatic relative becomes, when tamed, very useful to man. Its great strength, guided by its equally remarkable intelligence, enables a single animal to perform tasks that would require the united efforts of many human beings. It is very docile and never fails to appreciate kindness, while it is equally certain to resent cruelty or injury. When travelling, it is guided by a driver, who sits on its neck and directs its movements by means of his voice, and by a kind of hook which he applies to its head. Those who ride on the elephant are either placed in the howdah, a kind of wheelless carriage strapped on the animal's back, or sit upon a large

pad, which is furnished with cross ropes in order to give a firm hold. The latter plan is generally preferred, as the rider is able to change his position at will, and even to recline upon the elephant's back if he should be fatigued by the heavy, rolling gait of the animal. It generally kneels to permit the riders to mount, and then rises from the ground with a peculiar swinging motion.

9. Numerous interesting anecdotes are told to illustrate the great strength and sagacity of the elephant. One kept for exhibition in London was often required to pick up with its trunk a piece of money thrown upon the floor for this purpose. On a certain occasion a sixpenny piece happened to roll a little out of its reach, not far from the wall. Failing to secure the coin, the elephant, after several attempts, stood motionless a few seconds, apparently considering how to act. It then stretched its proboscis in a straight line a little above the coin, and blew with great force against the wall. The current of air thus produced was reflected from the wall along the floor, and the piece of silver was moved towards the animal, which was at last rewarded for its ingenuity by finding it within reach of its trunk.

10. A pleasing story is related of an elephant which was the property of the Nabob of Lucknow. In that city an epidemic disorder was making dreadful havoc among the inhabitants. The road to the palace gate was covered with the sick and dying, who were lying on the ground at the moment the Nabob was about to pass. Regardless of

the suffering he must cause he held on his way, not caring whether his beast trod upon the poor helpless creatures or not. But the animal, more kind-hearted than his master, carefully cleared the path of the poor, helpless wretches as he went along. Some he lifted with his trunk entirely out of the road. Some he set upon their feet, and among the others he stepped so carefully that not an individual was injured.

Adapted from Wood's Natural History.

QUESTIONS. — 1. How many distinct species of elephants are there? 2. What is the elephant's trunk like? 3. To what part of the body does it really correspond? 4. What does the elephant live upon? 5. How does it convey the food to its mouth? 6. Describe how the elephant drinks. 7. What are the elephant's "tusks"? 8. What substance do we obtain from the tusks? 9. What things are made from that substance? 10. Describe how elephants are captured. 11. In what different ways is the elephant useful to man?

DICTATION. — Learn to write out section 2 correctly.

EXERCISES. — 1. Spell and pronounce the following words:

Pro-bos'-cis	Ju-di'-cious	Ap-par'-ent-ly
De-vel'-op-ment	Gar'-ri-son	Hip-po-pot'-a-mus
Ve'-ge-ta-bles	Ex-hi-bi'-tion	Rhi-no'-ce-ros
Lux'-u-ry	Pre-ferred'	Ta'-pir

2. Parse every word in the following sentence: Though the foot is extremely large, it is admirably formed for the purpose it is designed to fulfil.

3. Give the principal parts of the following verbs: *find, ride, keep, speak, strike, put, sit, teach.*

4. Turn the following verbs and adjectives into nouns: *safe, use, regular, weigh, different, able, draw, flow, allow.*

5. Explain the following sentences: (1) This wonderful organ is perforated through its entire length by the nostrils. (2) The current of air thus produced was reflected from the wall.

6. Write a short composition on "The Elephant" from the following heads: (1) His size. (2) What he feeds on. (3) How he is made useful. (4) The two kinds of elephants.

LOVE OF COUNTRY.

Breathes there the man, with soul so dead,
Who never to himself hath said,
  This is my own, my native land!
Whose heart hath ne'er within him burned,
As home his footsteps he hath turned
  From wandering on a foreign strand?
If such there be, go, mark him well;
For him no minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim, —
Despite those titles, power, and pelf,
The wretch, concentred all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust, from whence he sprung,
Unwept, unhonored, and unsung.

Sir Walter Scott.

EXERCISE. — Commit the above to memory.

DOTHEBOYS HALL.

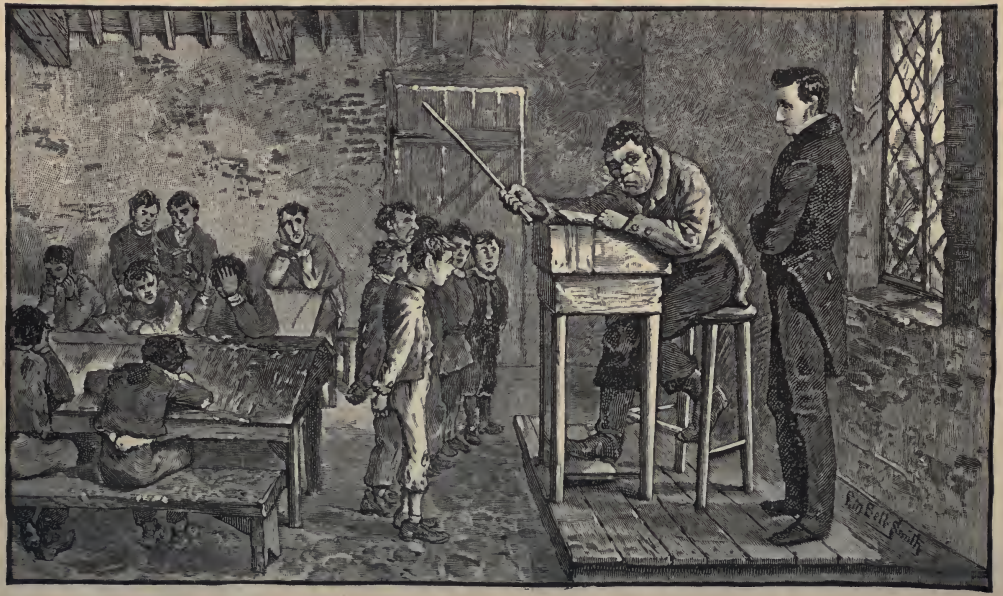
Amaze'ment, great surprise.
Anticipa'tion, foretaste, prospect.
Bleared, inflamed.
Brim'stone, sulphur.
Composi'tion, mixture.
Dilut'ed, made thin.
Distend'ed, swelled out.
Distor'tion, crookedness.
Fus'tian, a kind of coarse cotton cloth.
Grotesque', ludicrous, strange.
Hare'-lip, a lip with a division in it like the lip of a hare.
Instal'ment, a part (of a debt or otherwise) given at a time.
Ju'venile, young.
Malefac'tors, evil doers.
Mea'gre, without strength.
Mer'cenary, working for hire.
Mot'ley, made up of various ill-assorted kinds.
Rick'ety, weak.
Rue'ful, sorrowful.
Trea'cle, molasses.
Ush'er, an under teacher.
Wry, twisted to one side.

1. "Come," said Squeers, "let 's go to the schoolroom; and lend me a hand with my school coat will you?"

Nicholas assisted his master to put on an old fustian shooting-jacket, which he took down from a peg in the passage; and Squeers, arming himself with his cane, led the way across a yard to a door in the rear of the house.

"There," said the schoolmaster, as they stepped in together; "this is our shop, Nickleby."

2. It was such a crowded scene, and there were so many objects to attract attention, that at first Nicholas stared about him, really without seeing anything at all. By degrees, however, the place resolved itself into a bare and dirty room, with a couple of windows, whereof a tenth part might be of glass, the remainder being stopped up with old copy-books and paper. 3. There were a couple of long, old, rickety desks, cut and notched, and inked and damaged in every possible way; two or three forms; a detached desk for Squeers, and


Ray Bell Smith

another for his assistant. The ceiling was supported like that of a barn, by cross-beams and rafters; and the walls were so stained and discolored that it was impossible to tell whether they had ever been touched with paint or whitewash.

4. But the pupils — the young noblemen! How the last faint traces of hope, the remotest glimmering of any good to be derived from his efforts in this den, faded from the mind of Nicholas as he looked in dismay around! Pale and haggard faces, lank and bony figures, children with the countenances of old men, deformities with irons upon their limbs, boys of stunted growth, and others whose long meagre legs would hardly bear their stooping bodies, all crowded on the view together; there were the bleared eye, the hare-lip, the crooked foot, and every ugliness or distortion that told of unnatural aversion conceived by parents for their offspring, or of young lives which from the earliest dawn of infancy had been one horrible endurance of cruelty and neglect.

5. There were little faces which should have been handsome, darkened with the scowl of sullen, dogged suffering; there was childhood with the light of its eye quenched, its beauty gone, and its helplessness alone remaining; there were vicious-faced boys, brooding, with leaden eyes, like malefactors in a jail: and there were young creatures on whom the sins of their frail parents had descended, weeping even for the mercenary nurses they had known, and lonesome even in their loneliness.

6. And yet this scene, painful as it was, had its grotesque features, which, in a less interested observer than Nicholas, might have provoked a smile. Mrs. Squeers stood at one of the desks, presiding over an immense basin of brimstone and treacle, of which delicious compound she administered a large instalment to each boy in succession, using for the purpose a common wooden spoon, which might have been originally manufactured for some gigantic top, and which widened every young gentleman's mouth considerably: they being all obliged, under heavy corporal penalties, to take in the whole of the bowl at a gasp. 7. In another corner, huddled together for companionship, were the little boys who had arrived on the preceding night, three of them in very large leather breeches, and two in old trousers, a somewhat tighter fit than drawers are usually worn; at no great distance from these was seated the juvenile son and heir of Mr. Squeers, — a striking likeness of his father, — kicking, with great vigor, under the hands of Smike, who was fitting upon him a pair of new boots, that bore almost suspicious resemblance to those which the least of the little boys had worn on the journey down, — as the little boy himself seemed to think, for he was regarding the appropriation with a look of most rueful amazement.

8. Besides these, there was a long row of boys waiting, with countenances of no pleasant anticipation, to be treacled; and another file, who had just escaped from the infliction, making a variety of wry mouths, indicative of anything but satis-

faction. The whole were attired in such motley, ill-sorted, extraordinary garments as would have been irresistibly ridiculous, but for the foul appearance of dirt, disorder, and disease with which they were associated.

9. "Now," said Squeers, giving the desk a great rap with his cane, which made half the little boys nearly jump out of their boots, "is that physicking over?"

"Just over," said Mrs. Squeers, choking the last boy in her hurry, and tapping the crown of his head with the wooden spoon to restore him. "Here, you Smike; take away now. Look sharp!"

10. Smike shuffled out with the basin, and Mrs. Squeers, having called up a little boy with a curly head and wiped her hands upon it, hurried out after him into a species of wash-house, where there was a small fire and a large kettle, together with a number of little wooden bowls which were arranged upon a board.

11. Into these bowls Mrs. Squeers, assisted by the hungry servant, poured a brown composition, which looked like diluted pincushions without the covers, and was called porridge. A minute wedge of brown bread was inserted in each bowl, and when they had eaten the porridge by means of the bread, the boys ate the bread itself, and had finished their breakfast, whereupon Mr. Squeers said, in a solemn voice, "For what we have received, may the Lord make us truly thankful!"—and went away to his own.

12. Nicholas distended his stomach with a bowl of porridge, for much the same reason which induces some savages to swallow earth, — lest they should be inconveniently hungry when there is nothing to eat. Having further disposed of a slice of bread and butter, allotted to him in virtue of his office, he sat himself down to wait for school-time.

13. He could not but observe how silent and sad the boys all seemed to be. There was none of the noise and clamor of a school-room, — none of its boisterous play or hearty mirth. The children sat crouching and shivering together, and seemed to lack the spirit to move about. The only pupil who evinced the slightest tendency towards locomotion or playfulness was Master Squeers, and as his chief amusement was to tread upon the other boys' toes in his new boots, his flow of spirits was rather disagreeable than otherwise.

NOTES.

"**Do-the-boys Hall**" is the name given by Charles Dickens to a Yorkshire private school which he describes in his novel "Nicholas Nickleby." The character of the school is intended to be conveyed by the title. The worst abuses connected with the private school system at the time when the above sketch was written have long ago disappeared, chiefly as the result of the exposure contained in the novel just named. *Squeers* is a representative of a class of men who made their living by keeping such schools; and, according to Dickens's own statement, one of those who thought they had been caricatured in the sketch threatened him with bodily punishment, while another threatened him with an action for libel.

QUESTIONS. — 1. Who wrote the sketch of Dotheboys Hall? 2. From what novel is it taken? 3. Where is the school supposed to have been situated? 4. What was the name of the master? 5. Who was his assistant? 6. Give another name for an "assistant master." 7. Describe the school-room, and the pupils' clothing. 8. Did such a school actually exist?

EXERCISES. — 1. Explain the following phrases: (1) The place resolved itself into a bare and dirty room. (2) The ceiling was supported like that of a barn, by cross-beams and rafters. (3) But the pupils,— the young noblemen ! (4) Lank and bony figures. (5) Deformities with irons upon their limbs. (6) Darkened with the scowl of sullen, dogged suffering. (7) His flow of spirits.

2. From what Latin words are the following derived: *attention, degrees, impossible, remotest, conceived, manufactured, locomotion, suspicion.*

3. Write out a list of other words formed from each of these roots.

4. Parse the words in section 3, from the beginning to "assistant."

5. Add prefixes, or suffixes, or both, to the following words: *attract, tell, hope, painful, pleasant, bear.*

6. Give the principal parts of the following verbal forms: *led, might, were, faded, should, gone, known, worn, bore, would, ate, sat, tread, stood, tell, had.*

THE TAKING OF ROXBURGH CASTLE.

Bat'tlement, a wall surrounding the top of a castle, pierced with openings for the soldiers to shoot through.

Gar'rison, the body of troops posted in a castle to hold it.

Moat, the wide ditch — filled with water — round a fortress.

Par'ried, warded off.

Swarth'y, having a dark complexion or color of skin.

1. The important castle of Roxburgh was a very large fortress, situated near where two fine rivers, the Tweed and the Teviot, join each other. Being within five or six miles of England, the English wanted very much to keep it, and the Scots wanted very much to take it.

2. It was upon the night of what is called Shrovetide, a holiday to which Roman Catholics

paid great respect, and kept with much mirth and feasting. Most of the garrison of Roxburgh Castle were drinking and making merry, but still they had set watchers on the battlements of the castle, in case of a sudden attack; for, as the Scots had succeeded in so many attempts of the kind, and as Douglas was known to be near, they felt that they must keep a very strict guard.

3. An Englishwoman, the wife of one of the officers, was sitting on the battlements with her child in her arms; and looking out on the fields below, she saw some black objects, like a herd of cattle, straggling near the foot of the wall, and coming up to the ditch or moat of the castle. She pointed them out to the sentinel or watchman, and asked him what they were. 4. "Pooh, pooh," said the soldier, "it is Farmer Such-a-one's cattle" (naming a man whose farm lay near the castle). "The good man is keeping a jolly Shrovetide, and has forgotten to shut up his bullocks in their yard; but if Douglas comes across them before morning, he will be very sorry for the mistake he has made." 5. Now these creeping objects which they saw from the castle wall were no real cattle, but Douglas himself and his soldiers, who had put black cloaks above their armor, and were creeping about on hands and feet, in order, without being seen, to get so near to the foot of the castle wall as to be able to set ladders to it. 6. The poor woman, who knew nothing of this, sat quietly on the wall, and began to sing to her child. You must know that the name of Douglas had become so terrible

to the English, that the women used to frighten their children with it, and say to them, when they behaved ill, that they would make the Black Douglas take them. And this soldier's wife was singing to her child:

"Hush ye, hush ye, little pet ye,
Hush ye, hush ye, do not fret ye,
The Black Douglas shall not get ye."

7. You are not so sure of that," said a voice close beside her. She felt at the same time a heavy hand with an iron glove laid on her shoulder; and when she loooked round she saw the very Black Douglas she had been singing about standing close beside her, a tall, swarthy, strong man. 8. At the same time another Scotsman was seen climbing over the walls, near to the sentinel. The soldier gave the alarm, and rushed at the Scotsman, whose name was Simon Ledehouse, with his lance; but Simon parried the stroke, and, closing with the sentinel, struck him a deadly blow with his dagger. The rest of the Scots followed up to help Douglas and Ledehouse, and the castle was taken. Many of the soldiers were put to death, but Douglas protected the woman and the child. I dare say she made no more songs about the Black Douglas.

Sir Walter Scott.

NOTES.

Rox'burgh, a town in the south of Scotland, close to the English Border, and in the county of Roxburgh.

Shrove Tues'day was the day before Lent, and people confessed their sins, and were *shriven* (or *cleared*), and held it as a feast (of *pancakes*, &c.) before the long fast of Lent.

The Black Doug'las. This was a celebrated Earl of Douglas, who was generally distinguished by the name of "Black," because his skin was so dark in color.

QUESTIONS. — 1. Where is Roxburgh Castle situated? 2. Why did the English so much want to keep it? 3. Why were most of the garrison of the castle feasting? 4. What precaution had they taken against a sudden attack? 5. Who was sitting on the battlements with her child? 6. What did she see coming up to the ditch? 7. What did the sentinel think that it was? 8. What was it really? 9. What was the soldier's wife singing to her child? 10. How was she suddenly surprised? 11. Who was the second Scotsman to climb the wall? 12. What was the end of the fight with the sentinel? 13. What became of the woman and the child?

EXERCISES. — Parse and analyze the latter part of section 1, from "Being" to "take it," — a compound sentence. See Mason's Gram. 492, B. 3.

2. Add prefixes to the following words: *important*, *name*, *come*, *real*, *sure*, *stand*, *make*, *take*.

3. Add suffixes to the following words: *situate*, *holy*, *respect*, *merry*, *success*, *forget*, *black*, *follow protect*, *sing*.

4. Make nouns of the following verbs and adjectives: *important*, *great*, *drink*, *make*, *succeed*, *sit*, *point*, *real*, *quiet*, *behave*.

5. Give the principal parts of the following verbs: *keep*, *take*, *drink*, *set*, *know*, *feel*, *come*, *sing*.

6. Explain the following phrases: (1) The Roman Catholics pay great respect to Shrovetide. (2) The soldier gave the alarm. (3) Simon parried the stroke. (4) He closed with the sentinel.

7. Write the story of "The Taking of Roxburgh Castle" from the following outline: (1) Roxburgh Castle was in the hands of the English. (2) The wife of an officer was sitting on the battlements, when she saw black moving objects. (3) She asked the sentinel what they were. (4) His reply. (5) She sings to her baby, while Black Douglas stands behind her. (6) Taking of the castle.

THE HIGHLAND GATHERING.

Braced, tightly strung up.
False morass', morass that appears to be a good footing-place, but is not.
Quest'ing, searching.
Scaur, chasm.
Clam'or, noisy talk.
Brand, sword.
Stayed, stopped.
Prompt, ready.
Strip'ling, young man.
Essays', tries.
Remote', distant.
Oppos'ing, opposite.
Braes, slopes of a hill.
Ravines', narrow glens.
Seques'tered, separated.
Mus'tered, brought together.
Ren'dezvous, appointed meeting-place.

[*Malise is sent by his chief, Roderick Dhu, to call the warriors of the clan to instant battle; the signal he bears is a fiery cross.*]

1. Speed, Malise, speed!—the dun deer's hide
On fleeter foot was never tied.
Speed, Malise, speed! such cause of haste
Thine active sinews never braced.
Bend 'gainst the steepy hill thy breast,
Rush down like torrent from its crest;
With short and springing footstep pass
The trembling bog and false morass;

2. Across the brook like roebuck bound,
And thread the brake like questing hound;
The crag is high, the scaur is deep,
Yet shrink not from the desperate leap.
Parched are thy burning lips and brow,
Yet by the fountain pause not now.
Herald of battle, fate, and fear,
Stretch onward in thy fleet career!

3. Fast as the fatal symbol flies,
In arms the huts and hamlets rise;

From winding glen, from upland brown,
They poured each hardy tenant down.
Nor slacked the messenger his pace;
He showed the sign, he named the place,
And, pressing forward like the wind,
Left clamor and surprise behind.

4. The fisherman forsook the strand,
The swarthy smith took dirk and brand;
With changèd cheer, the mower blithe
Left in the half-cut swath the scythe;
The herds without a keeper strayed,
The plough was in mid-furrow stayed,
The falc'ner tossed his hawk away,
The hunter left the stag at bay;
Prompt at the signal of alarms,
Each son of Alpine rushed to arms.

5. Speed, Malise, speed! the lake is passed;
Duncraggan's huts appear at last,
And peep, like moss-grown rocks, half seen,
Half hidden in the copse so green;
There mayst thou rest, thy labor done,
Their lord shall speed the signal on.

[*The order for the gathering is given, and Malise is relieved by young Angus, whose father is lying dead.*]

6. Angus, the heir of Duncan's line,
Sprang forth and seized the fatal sign.
In haste the stripling to his side
His father's dirk and broadsword tied;
But when he saw his mother's eye
Watch him in speechless agony,

Back to her opened arms he flew,
Pressed on her lips a fond adieu.

7. Then, like the high-bred colt, when, freed,
First he essays his fire and speed,
He vanished, and o'er moor and moss
Sped forward with the fiery cross.

8. O'er dale and hill the summons flew,
Nor rest nor pause young Angus knew;
The tear that gathered in his eye
He left the mountain breeze to dry.

9. Swoln was the stream, remote the bridge,
But Angus paused not on the edge;
Though the dark waves danced dizzily,
Though reeled his sympathetic eye,
He dashed amid the torrent's roar:
His right hand high the crosslet bore,
His left the pole-axe grasped, to guide
And stay his footing in the tide.

10. He stumbled twice — the foam splashed high,
With hoarser swell the stream raced by;
But still, as if in parting life,
Firmer he grasped the cross of strife,
Until the opposing bank he gained,
And up the chapel pathway strained. . . .

11. Not faster o'er thy heathery braes,
Balquidder, speeds the midnight blaze,
Rushing, in conflagration strong,
Thy deep ravines and dells along,

Wrapping thy cliffs in purple glow,
And reddening the dark lakes below;
Nor faster speeds it, nor so far,
As o'er thy heaths the voice of war.

12. From the gray sire, whose trembling hand
Could hardly buckle on his brand,
To the raw boy, whose shaft and bow
Were yet scarce terror to the crow,
Each valley, each sequestered glen,
Mustered its little horde of men.

13. They met as torrents from the height
In Highland dales their streams unite,
Still gathering, as they pour along,
A voice more loud, a tide more strong;
Till at the rendezvous they stood,
By hundreds, prompt for blows and blood;
Each trained to arms since life began,
Owning no tie but to his clan,
No oath but by his chieftain's hand,
No law but Roderick Dhu's command.

From Lady of the Lake. *Sir Walter Scott.*

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 1. — Line 5: No accent on *'gainst.* Run *'gainst-the-steepy-hill* into one word.

VERSE 2. — Line 6: Avoid the accent on *by*, and make a slight pause after *yet.*

VERSE 3. — Line 1: *Fast* is the emphatic word.

VERSE 4. — Line 4: No accent on *in.* Make *in-the-half-cut-swath* one word. Line 6: Avoid the accent on *in.*

VERSE 6. — Line 5: No accent on *when.* Read *when-he-saw* as one word. Line 6: No accent on *him.* Line 8: Make *on-her-lips* one word.

VERSE 7. — Line 2: The emphatic word is *First.* Line 3: No accent on *and.* Line 4: Nor on *with.*

VERSE 8. — Line 3: No accent on *in.*

VERSE 9. — Line 1: The phrase *was-the-stream* to be read as one word. Line 3: Avoid accent on *the.*

VERSE 10. — Line 5: Avoid any accent on *Until.*

VERSE 11. — Line 8: *o'er-thy-heaths* as one word.

VERSE 12. — Line 1: No accent on *From,* but hasten on to *gray sire.* Line 3: No accent on *the.*

VERSE 13. — Line 5: No accent on *at.*

NOTE. — 1. In those days the Highlanders' feet were shod with deer-skin. A piece of deer-hide was tied on the feet of the runner.

DICTATION. — Learn to write out section 2.

EXERCISES. — 1. Learn to spell the following words:

Sin'-ews	Ca-reer'	Fal'-con-er	Sym-pa-thet'-ic
Mo-rass'	Clam'-or	A-dieu'	Ra-vines'
Des'-per-ate	Scythe	Fi'-er-y	Ren'-dez-vous

2. Parse and analyze section 8. See Mason's Gram. as in preceeding lesson. N. B. — *Mountain* is not the object of *left.*

3. Make nouns of the following adjectives and verbs: *high, deep, fleet, show, press, seize, open, gather, guide, firm.*

4. Explain fully the following phrases: (1) Such cause of haste thy active sinews never braced. (2) Shrink not from the desperate leap. (3) Stretch forward in thy fleet career ! (4) He left clamor and surprise behind. (5) The swarthy smith took dirk and brand. (6) Others shall speed the signal on. (7) Nor rest nor pause young Angus knew. (8) He up the chapel pathway strained. (9) Each sequestered glen mustered its little horde. (10) At the rendezvous they stood.

5. Write a short composition on "The Highland Gathering" from the following heads: (1) The first messenger. (2) The effect on the people. (3) The second messenger. (4) His journey. (5) The assembling of the people.

THE TOWN PUMP.

Confed'erate, ally, helper.
Consumma'tion, ending.
Delir'ium, disorder of mind.
Monop'olize, to have sole control over.
Perpetu'ity, continued duration.
Pota'tions, draughts.
Po'tent, strong.
Ru'bicund, red.
Squal'id, covered with filth.
Titilla'tion, tickling.
Tur'moil, confusion.
Unadul'terated, pure.

1. Noon, by the north clock! Noon, by the east. High noon, too, by those hot sunbeams which fall, scarcely aslope, upon my head, and almost make the water bubble and smoke in the trough under my nose. Truly, we public characters have a tough time of it! And among all the town officers, chosen at the yearly meeting, where is he that sustains, for a single year, the burden of such manifold duties as are imposed, in perpetuity, upon the Town Pump?

2. At this sultry noontide I am cupbearer to the parched populace, for whose benefit an iron goblet is chained to my waist. Like a dram-seller on the public square, on a holiday, I cry aloud to all and sundry, in my plainest accents, and at the very tiptop of my voice. "Here it is, gentlemen! Here is the good liquor! Walk up, walk up, gentlemen, walk up, walk up! Here is the superior stuff! Here is the unadulterated ale of Father Adam,—better than Cognac, Hollands, Jamaica, strong beer, or wine of any price; here it is, by the hogshead or the single glass, and not a cent to pay! Walk up, gentlemen, walk up, and help yourselves!"

3. It were a pity if all this outcry should draw no customers. Here they come. A hot day, gentlemen! Quaff, and away again, so as to keep yourselves in a nice cool sweat. You, my friend, will need another cupful to wash the dust out of your throat, if it be as thick there as it is on your cowhide shoes. I see that you have trudged half a score of miles to-day, and, like a wise man, have passed by the taverns, and stopped at the running brooks and well-curbs. Otherwise, betwixt heat without and fire within, you would have been burnt to a cinder, or melted down to nothing at all, in the fashion of a jelly-fish.

4. Drink, and make room for that other fellow, who seeks my aid to quench the fiery fever of last night's potations, which he drained from no cup of mine. Welcome, most rubicund sir! You and I have been strangers hitherto; nor, to confess the truth, will my nose be anxious for a closer intimacy till the fumes of your breath be a little less potent.

5. Mercy on you, man! The water absolutely hisses down your red-hot gullet, and is converted quite into steam in the miniature Tophet which you mistake for a stomach. Fill again, and tell me, on the word of an honest toper, did you ever, in cellar, tavern, or any other kind of dram-shop, spend the price of your children's food for a draught half so delicious? Now, for the first time these ten years, you know the flavor of cold water. Good by; and whenever you are thirsty, recollect that I keep a constant supply at the old stand.

6. Who next? O, my little friend, you are just let loose from school, and come hither to scrub your blooming face, and drown the memory of certain taps of the ferule, and other schoolboy troubles, in a draught from the Town Pump. Take it, pure as the current of your young life; take it, and may your heart and tongue never be scorched with a fiercer thirst than now!

7. There, my dear child, put down the cup, and yield your place to this elderly gentleman, who treads so tenderly over the paving-stones that I suspect he is afraid of breaking them. What! he limps by without so much as thanking me, as if my hospitable offers were meant only for people who have no wine-cellars. Well, well, sir, no harm done, I hope! Go, draw the cork, tip the decanter; but when your great toe shall set you a-roaring, it will be no affair of mine. If gentlemen love the pleasant titillation of the gout, it is all one to the Town Pump.

8. I hold myself the grand reformer of the age. From my spout, and such spouts as mine, must flow the stream that shall cleanse our earth of a vast portion of its crime and anguish, which have gushed from the fiery fountains of the still. In this mighty enterprise the cow shall be my great confederate. Milk and water! Ahem! Dry work this speechifying, especially to all unpractised orators. I never conceived, till now, what toil the temperance lecturers undergo for my sake. Do, some kind Christian, pump a stroke or two, just to wet my whistle. Thank you, sir! But to proceed.

9. The Town Pump and the Cow! Such is the glorious partnership that shall finally monopolize the whole business of quenching thirst. Blessed consummation! Then Poverty shall pass away from the land, finding no hovel so wretched where her squalid form may shelter itself. Then Disease, for lack of other victims, shall gnaw his own heart and die. Then Sin, if she do not die, shall lose half her strength.

10. Then there will be no war of households. The husband and the wife, drinking deep of peaceful joy, a calm bliss of temperate affections, shall pass hand in hand through life, and lie down, not reluctantly, at its protracted close. To them the past will be no turmoil of mad dreams, nor the future an eternity of such moments as follow the delirium of a drunkard. Their dead faces shall express what their spirits were, and are to be, by a lingering smile of memory and hope. *Hawthorne.*

QUESTIONS. — 1. Who is the speaker? 2. Why a "public character"? 3. Explain "I am cup-bearer." 4. How could the pump "cry aloud"? 5. The pump speaks in a different tone to each drinker; point out the difference, and give the reason of it. 6. What would the "cowhide shoes" indicate? 7. "Mercy . . . man!" why this exclamation? 8. "Hisses . . . gullet;" explain carefully what is meant. 9. "May your heart . . . now!" show all that is meant. 10. Why does the old gentleman with the gout go by the pump? 11. How could the pump be a reformer? 12. What is this lesson about.

EXERCISES. — (1) Write from memory how many kinds of persons came to the pump, and what the pump said to each. (2) Refer to some of the evils of intemperance.

THE CLOUD.

Aghast', struck with horror.
Ar'dors, longings.
Bask, to lie in the sunlight or warmth.
Cen'otaph, see "Notes."
Con'vex, bulging outwards; opposed to *concave*.
Me'teor, a fire-ball.
Orb'ed, spherical, round.
Pall, dark cloak or mantle.
Pavil'ion, a tent.
Rack, low, thin, fast-flying clouds.
San'guine, red, blood-colored.
Sublime', high.
Trium'phal arch, an arch raised to celebrate victories.
Woof, threads in cloth that run breadthwise, and so across the warp.
Zone, a belt.

1. I bring fresh showers for the thirsting flowers,
From the seas and the streams;
I bear light shade for the leaves when laid
In their noonday dreams;
From my wings are shaken the dews that waken
The sweet buds every one,
When rocked to rest on their Mother's breast,
As she dances about the sun.
I wield the flail of the lashing hail,
And whiten the green plains under;
And then again I dissolve it in rain,
And laugh as I pass in thunder.

2. I sift the snow on the mountains below,
And their great pines groan aghast;
And all the night 'tis my pillow white,
While I sleep in the arms of the blast.
Sublime on the towers of my skyey bowers,
Lightning, my pilot, sits;
In a cavern under is fettered the thunder,—
It struggles and howls by fits:
Over earth and ocean, with gentle motion,
This pilot is guiding me,

Lured by the love of the Genii that move
In the depths of the purple sea;
Over the rills, and the crags, and the hills,
Over the lakes and the plains,
Wherever he dream, under mountain or stream,
The Spirit he loves remains;
And I all the while bask in the heaven's blue smile,
While he is dissolving in rains.

3. The sanguine Sunrise, with his meteor eyes,
And his burning plumes outspread,
Leaps on the back of my sailing rack,
When the morning star shines dead;
As on a jag of a mountain crag,
Which an earthquake rocks and swings,
An eagle, alit, one moment may sit,
In the light of its golden wings.
And when Sunset may breathe, from the lit sea beneath,
Its ardors of rest and love,
And the crimson pall of eve may fall
From the depth of heaven above,
With wings folded I rest, on mine airy nest,
As still as a brooding dove.

4. That orbèd maiden, with white fire laden,
Whom mortals call the Moon,
Glides glimmering o'er my fleece-like floor,
By the midnight breezes strewn;
And wherever the beat of her unseen feet,
Which only the angels hear,

May have broken the woof of my tent's thin roof,
The stars peep behind her and peer;
And I laugh to see them whirl and flee,
Like a swarm of golden bees,
When I widen the rent in my wind-built tent,
Till the calm rivers, lakes, and seas,
Like strips of the sky fallen through me on high,
Are each paved with the moon and these.

5. I bind the Sun's throne with a burning zone,
And the Moon's with a girdle of pearl;
The volcanoes are dim, and the stars reel and swim,
When the whirlwinds my banner unfurl.
From cape to cape, with a bridge-like shape,
Over a torrent sea,
Sunbeam proof, I hang like a roof,
The mountains its columns be.
The triumphal arch through which I march,
With hurricane, fire, and snow,
When the powers of the air are chained to my chair,
Is the million-colored Bow;
The Sphere-fire above its soft colors wove,
While the moist Earth was laughing below.

6. I am the daughter of Earth and Water,
And the nursling of the Sky;
I pass through the pores of the ocean and shores,
I change, but I cannot die.
For after the rain, when, with never a stain,
The pavilion of heaven is bare, [gleams,
And the winds and sunbeams, with their convex
Build up the blue dome of air,

I silently laugh at my own cenotaph,
And out of the caverns of rain,
Like a child from the womb, like a ghost from the tomb,
I arise, and upbuild it again. *Shelley.*

NOTES.

Mother's breast. The earth.

My pillow white. Clouds seem to rest on the mountain tops.

Cavern under. In the cloud itself, not in the caverns of the earth.

Genii. Old superstition placed spirits everywhere in earth and sea. The "spirit" here refers, doubtless, to electricity; the author says that lightning, itself electricity, guides the clouds wherever electricity is to be found.

And I . . . rains. The blue sky above the cloud, storm below it.

The sanguine . . . dead. Notice this fine way of representing the effect of sunrise on the clouds.

Orbed maiden. Among the ancient Greeks and Romans Diana, the virgin goddess, was goddess of the moon.

Unseen feet. The author represents the moon as walking over the clouds.

Whirl and flee. The rapid motion of the clouds over the sky would give this appearance to the stars visible between the clouds.

I bind . . . pearl. Refers to the bright, variegated ring around the sun in hazy weather, and the light one around the moon. These denote the approach of storms, and the stanza refers to the appearance of nature in a storm.

Sphere-fire. The sun.

Cenotaph. A monument erected to a person whose body lies elsewhere. The cloudless sky—so often seen shortly after a storm—is the cloud's cenotaph.

Caverns of rain. Wherever moisture is, a change in temperature would soon fill the sky with clouds from the moist air.

QUESTIONS.—1. Why "noonday dreams"? Explain how the "hail" is a "flail." 2. "Groan aghast." Why? Why "In a cavern under"? Why "purple sea"? Why does "the morning star shine dead"? 3. Explain the resemblance between the sunlit cloud and the eagle on a rocking crag. Why does sunset breathe love? Is "With wings . . . dove" a true description of the clouds at evening? 4. Why call the moon a "maiden"? Is it correct to say "million-colored bow"? Explain how heaven is a "pavilion." 6. "I pass . . . die." Explain fully. Indicate the various forms water may assume.

EXERCISES. — 1. Rewrite in your own words the following, giving the exact meaning of each: Sleep in the arms of the blast. It struggles and howls by fits. And his burning plumes outspread. Its ardors of rest and love. That orbèd maiden with white fire laden. By the midnight breezes strewn. May have broken the woof of my tent's thin roof. Like strips . . . these. My banner unfurl. When the powers of the air are chained to my chair. And the winds . . . air.

2. Trace carefully throughout the different aspects the cloud is represented as assuming.

HINTS FOR READING.

VERSE 1. — Emphasize the leading objects affected by the cloud, as *showers*, *flowers*, *shade*, *dews*, *hail*, *rain*, *thunder*. Emphasize actions which strengthen the beauty of the figures, as *shaken*, *dances*, and *laugh*. Pause before prepositions, but avoid accenting them. These suggestions will apply to the succeeding verses.

VERSE 2. — Lines 1–4: Give rising inflections to *below* and *while*, and falling to *aghast* and *blast*. Give emphasis to *groan aghast*. Line 6: Emphasize *lightning* and *pilot* with less force.

VERSE 3. — Read lines 1–8 with increased power. Emphasize *meteor*, *burning*, *leaps*, *earthquake*, *eagle*, *golden*.

VERSE 4. — Read all the verse in soft effusive tones. Lines 5 and 6: Read with increased softness. Read the remainder a little faster and louder.

VERSE 5. — This verse should be read with animation, increasing in force as the actions and objects may from their nature suggest; as, *burning*, *tone*, *reel*, *whirlwinds*, *banners unfurl*, *hurricane*, *fire*, *snow*, and *laughing*.

VERSE 6. — Read this verse with greater calmness and dignity.

THE SAGACIOUS CADI.

PART I.

Admin'istered, gave out.
Ca'di, an Arab judge.
Decide', make up his mind.
Do'cile, gentle and teachable.
Despot'ic, with full power over life and death.
Disguis'ing, hiding his face and appearance by a different way of dressing.
Distort'ed, twisted.
Extir'pate, root out.
Have prece'dence of, must come before.
Infal'lible, that *cannot* make a mistake.
Infest'ed, haunted and troubled.
Integ'rity, goodness.
Oppo'nent, enemy or adversary.
Precise'ly, exactly.
Repute', name or reputation.
Restora'tion, giving back.
Trav'erse, go through or across.

1. In a district of Algeria there lived a sheik called Bou-Akas, who held despotic sway over twelve tribes. Over each tribe he placed a cadi of the highest repute for integrity and wisdom. In the government of his district nothing seemed to escape his eye. When he first took the reins of the government, the country was infested with robbers; but he soon found means to extirpate them. 2. Disguising himself as a poor merchant, he walked out and dropped a gold coin on the ground, taking care not to lose sight of it. If the person who happened to pick up the coin put it into his pocket and passed on, Bou-Akas made a sign to his officer, who rushed forward and cut off the offender's head; and it became a saying among the Arabs, that a child might traverse the country of Bou-Akas with a gold crown on his head, and not a hand be stretched out to take it.

3. Having heard that the cadi of one of his twelve

tribes administered justice in a manner worthy of even Solomon himself, Bou-Akas determined to judge in person as to the truth of the report. Accordingly, dressed as a private person, without arms or attendants, he mounted a docile Arabian steed, and rode to the town of the cadi. 4. Just as he was entering the gate, a cripple, seizing the border of his garment, asked him for alms in the name of the Prophet. Bou-Akas gave him money; but the cripple still retained his hold. "What dost thou want?" asked the sheik; "I have already given thee alms. What more can I do for thee?" "Thou canst save me—poor crawling creature that I am!—from being trodden under the feet of men, horses, mules, and camels, a fate which would certainly befall me in passing through the crowded square, in which a fair is now going on." 5. "And how can I save thee?" "By taking me behind thee, and setting me down safely in the market-place, where I have business." "Be it so," replied the sheik. And, stooping down, he with a good deal of difficulty lifted the cripple up behind him. At length they reached the market-place. 6. "Is this where thou wishest to stop?" asked the sheik. "Yes." "Then get down." "Get down thyself." "For what?" "To leave me the horse." "To leave thee my horse! What dost thou mean by that?" "I mean," said the cripple, "that the horse belongs to me. Knowest thou not that we are now in the town of the just cadi? If we bring the case before him, he will certainly decide in my favor." 7. "Why should he do so, when the animal belongs to me?"

"Dost thou not think that, when he sees thee so able to walk with thy strong, straight limbs, and me with my weak legs and distorted feet, he will decree that the horse shall belong to the man who has most need of it?" "Should he do so, he would not be the just cadi," said the sheik. "Oh! as to that," replied the cripple laughing, "although he is just, he is not infallible." 8. "So!" thought the sheik to himself, "here is a capital opportunity of judging the judge." And then he said aloud, "I am content. We will go before the cadi."

On arriving at the tribunal, where the judge was administering justice in the Eastern manner, they found there were two trials which had precedence of theirs. 9. The first was between a philosopher and a peasant. The peasant had carried off the philosopher's wife, and now asserted that she was his own, in the face of the philosopher, who demanded her restoration. What was very strange, the woman remained obstinately silent, and would not declare for either. This rendered a decision extremely difficult. The judge heard both sides attentively, reflected for a moment, and then said, "Leave the woman here, and return to-morrow." 10. The philosopher and the peasant having bowed and retired, a butcher and an oil-seller came forward, the latter covered with oil, and the former sprinkled with blood. The butcher spoke first. "I bought some oil," said he, "from this man, and pulled out my purse to pay him. The sight of the money tempted him, and he seized me by the wrist to force it from me. I cried out, but he would not

let me go. I have held the money in my hand, and he has continued to grasp my wrist, till we are both before thee. This is true, — I swear it by the Prophet." 11. The oil-seller then answered. "This man," said he, "came to my shop to purchase oil. When his bottle was filled he asked me to give him change for a piece of gold. I drew from my pocket a handful of money, and laid it on a bench. He immediately seized it, and was walking off with my money and my oil, when I caught him by the wrist, and cried out, 'Robber!' In spite of my cries, however, he would not give up the money; and I have brought him before thee. This is true, — I swear it by Mohammed." 12. The cadi made each of them repeat his story; but neither varied one jot from the previous statement. The cadi reflected for a moment and then said: "Leave the money with me, and return to-morrow." The butcher laid the money on the edge of the mantle. He and his opponent then bowed and departed.

13. It was now the turn of Bou-Akas and the cripple. "My lord cadi," said the sheik, "I came hither from a distant country, with the intention of purchasing merchandise. At the gate of the city I met with this cripple, who first asked for alms, and then prayed that I would take him up behind me, so that he might not be trodden down in the street. I consented; but when we reached the market-place, he refused to dismount, asserting that the horse belonged to him, and that thou wouldst surely adjudge it to him, since he needed

E. H. GARRETT.

it most. This, my lord cadi, is precisely the state of the case, — I swear it by Mohammed." 14. "My lord," said the cripple, "as I was coming on business to the market, riding this horse, which belongs to me, I saw this man by the roadside, apparently half dead from fatigue. I kindly offered to let him ride behind me as far as the market-place, which offer he eagerly accepted. But what was my astonishment when on our arrival he refused to get down, and said that my horse was his! I immediately required him to appear before thee. This is the true state of the case, — I swear by Mohammed." 15. The cadi made each repeat his statement, and then, having reflected a moment, he said, "Leave the horse here, and return to-morrow." The sheik and the cripple then withdrew from the court.

NOTES.

Reins of government. As reins held in the hand guide the horse, so those who guide people with regard to the laws and business of the country are said to hold the "reins of government."

A child . . . take it. Compare this with the statements made about early kings in England, Ireland, and elsewhere, — such as Ini, Alfred, Henry I., and Brian Boru.

Prophet. Mohammed, the founder of Mohammedanism. He was born in Mecca, A.D. 570, and died A.D. 631. He proclaimed that there is but one God, and that Mohammed was his prophet. He said Moses and Jesus Christ were great prophets, but that he himself was greater.

DICTATION. — Learn to write out the 15th section.

QUESTIONS. — 1. Why should the sheik put to death the one who picked up the coin. 2. What is meant by "it became a saying . . . take it"? 3. Give the story referred to in the allusion to Solomon. 4. What is meant by "entering the gate"? Could this be done anywhere in Canada? Why? 5. Mention what countries worship Mohammed.

EXERCISES. — 1. Learn to spell the following words:

In-teg'-ri-ty	At-tend'-ants	In-fal'-li-ble	Op-po'-nent
Gov'-ern-ment	Alms	Pre-ce'-dence	Busi'-ness
Ad-min'-is-tered	Sheik	Im-me'-di-ate-ly	Fa-tigue'

2. Parse and analyze the latter part of section 1, from "In the government" to end. — See Mason's Grammar for first sentence, 492, B. 2; for second sentence, 492, B. 6, and 416.

3. Add prefixes to the following words: *hold*, *place*, *govern*, *take*, *fall*, *set*, *think*, *carry*, *state*, *mount*, *judge*. (The difference in meaning between the *up* in *uphold* and *upset* should be brought out. *Set up* would be nearer in force to *uphold*.)

4. Add suffixes to the following words: *despot*, *wise*, *govern*, *just*, *administer*, *enter*, *busy*, *laugh*, *precede*, *state*, *oppose*, *intend*, *appear*.

5. Make nouns from the following adjectives and verbs: *live*, *say*, *high*, *determine*, *true*, *create*, *think*, *laugh*, *just*, *cover*, *continue*, *refuse*.

6. Explain the following phrases: (1) Bou-Akas held despotic sway over twelve tribes. (2) His cadis were men of the highest repute for integrity and wisdom. (3) He determined to judge in person as to the truth of the report. (4) Though he is just, he is not infallible. (5) Two trials had precedence of theirs. (6) The philosopher demanded her restoration. (7) He refused to dismount.

7. Write the substance of the preceding lesson under the following heads: (*a*) Bou-Akas and his character; (*b*) Bou-Akas and the cripple; (*c*) the peasant and the philosopher; (*d*) the butcher and the oil-merchant.

A SMALL CATECHISM.

1. Why are children's eyes so bright?
Tell me why.
'T is because the infinite,
Which they 've left, is still in sight,
And they know no earthly blight, —
Therefore 't is their eyes are bright.

2. Why do children laugh so gay?
Tell me why.
'T is because their hearts have play
In their bosoms every day,
Free from sin and sorrow's sway, —
Therefore 't is they laugh and play.

3. Why do children speak so free?
Tell me why.
'T is because from fallacy,
Cant, and seeming they are free,
Hearts, not lips, their organs be, —
Therefore 't is they speak so free.

4. Why do children love so true?
Tell me why.
'T is because they cleave unto
A familiar, favorite few,
Without art or self in view, —
Therefore children love so true.

T. D'Arcy McGee.

THE SAGACIOUS CADI.

PART II.

Ad'versary, enemy or opponent.
Decis'ions, judgments.
Dexter'ity, handiness (from Latin *dexter*, on the right hand).*
E'quitably, fairly and justly.
Inflict'ed, given (*said of blows or punishment*).
Rec'ognize, know among others.
Reput'ed, generally believed.
Subjec'tion, submission.

1. The next day a large number of persons, in addition to those immediately interested, assembled to hear the cadi's decisions. The philosopher and the peasant were called first. "Take away thy wife," said the cadi to the philosopher, "and keep her, I advise thee, in proper subjection." Then turning toward an officer, he added, pointing to the peasant, "Give this man fifty blows." The command was instantly obeyed, and the philosopher carried off his wife. 2. Then came forward the oil-merchant and the butcher. "Here," said the cadi to the butcher, "here is thy money. It is truly thine, and not his." Then pointing to the oil-merchant, he said to an officer, "Give this man fifty blows." The punishment was inflicted, and the butcher went off in triumph with his money.

3. Bou-Akas and the cripple next presented themselves. "Shouldst thou recognize thy horse among twenty others?" said the cadi to the sheik. "Yes, my lord." "And thou?" to the cripple. "Certainly, my lord." "Follow me," said the cadi to the sheik.

4. They entered a large stable, and Bou-Akas pointed out his horse. "It is well," said the judge.

* A Frenchman, speaking of the clumsiness of an Englishman, once said, "All his fingers are thumbs, and both his hands are left hands."

"Return now to the tribunal, and send thine adversary hither." The disguised sheik obeyed. The cripple hastened to the stable as fast as his distorted limbs could carry him. Having a quick eye and a good memory, he, without hesitation, placed his hand on the right animal. 5. "It is well," said the cadi; "return to the tribunal." When he arrived there he took his place on the judgment-seat, and waited till the cripple entered. He then said to Bou-Akas, "The horse is thine; go to the stable and take him." Then, turning to the officer, "Give this cripple fifty blows," said he. The blows were given. The sheik went to take his horse.

6. When the cadi returned to his house, he found Bou-Akas waiting for him. "What now brings thee hither?" asked the judge. "Art thou discontented with my decision?" 7. "No, quite the contrary," replied the sheik. "But I wish to know by what inspiration thou hast decided so justly; for I doubt not that the other two cases were decided as equitably as mine. I am not a merchant; I am Bou-Akas, thy sheik, in disguise, and I wished to judge for myself of thy reputed wisdom." The cadi bowed to the ground before his master. 8. "I am anxious," continued the sheik, "to know the reasons which determined thy three decisions." "Nothing, my lord, can be more simple. Thou sawest that I detained for a night the things in dispute?" "I did."

9. "Well," continued the judge, "early in the morning I caused the woman to be called. "Put fresh ink in my inkstand," I said to her suddenly;

and, like a person who had done the same thing a hundred times before, she took the inkstand, removed the cotton, washed them both, put in the cotton again, and poured in fresh ink, and did it all with the utmost neatness and dexterity. So I said to myself, 'A peasant's wife would know nothing about inkstands, — she must belong to the philosopher.'" 10. "Good," said Bou-Akas, nodding his head. "And the money?" "Didst thou remark that the oil-merchant had his clothes and hands covered with oil?" "Certainly I did." "Well, I took the money and placed it in a vessel filled with water. This morning I looked at it, and not a particle of oil was to be seen on the surface of the water. So I said to myself, 'If this money belonged to the oil-merchant, it would be greasy from the touch of his hands; as it is not greasy, the butcher's story must be true.'"

11. Bou-Akas nodded in token of approval. "Good," said he. "And my horse?" "Ah, that was a different business, and until this morning I was greatly puzzled." 12. "The cripple, I suppose, did not recognize the animal." "On the contrary, he pointed him out immediately." "How then didst thou discover that he was not the owner?" 13. "My object in bringing you separately to the stable was not to see whether thou wouldst know the horse, but whether the horse would know thee. Now when thou camest near him, the creature turned towards thee, and neighed with delight; but when the cripple touched him he kicked. Then I knew that thou wast truly his master." 14. The sheik

stood a moment, and then said, "Allah has given thee great wisdom. Thou oughtest to be in my place, and I in thine. And yet I know not; thou art certainly worthy to be sheik, but I fear that I should badly fill thy place as cadi."

Dickens's Household Words.

NOTES.

It will be remarked that the cadi, or judge, did not, as our judges must do, decide according to law; but he decided according to what he deemed right.

Observe also that the cadi made use of the very simplest means to find out the truth; he observed very carefully, and made use of his observations. Thus wisdom consists in using properly those powers of mind which have been given to us.

Allah. The name of the god of the Mohammedans. In his attributes he very closely resembles the God of the Christians and Jews.

Sheik. The chief of an Arab tribe.

DICTATION. — Learn to write out every word in section 4.

EXERCISES. — 1. Learn to spell the following words:

Sa-ga′-cious	Ad′-ver-sary	E′-qui-ta-bly	Im-me′-di-ate-ly
As-sem′-bled	Ar-rived′	Dex-ter′-i-ty	Sep′-a-rate-ly
Phi-los′-o-pher	De-cis′-ion.	Puz′-zled	Neighed

2. Analyze section 13 from "Now" to "kicked." State whether it is simple, complex, or compound. Deal in the same way with all subsequent exercises in analysis. Parse and analyze also the last sentence of the same section. See Mason's Gram., 404.

3. Add prefixes to the following words: *hear, come, turn, place, wait, judge, move, cover, stand.*

4. Add suffixes to the following words: *subject, office, carry, punish, recognize, arrive, five, decide, three, cover, point, discover.*

5. Explain the following phrases: (1) Keep her in proper subjection. (2) The punishment was inflicted. (3) He showed no hesitation. (4) The other cases were decided as equitably as mine. (5) I detained for a night the things in dispute. (5) Bou-Akas nodded in token of approval.

6. As a short composition, state the way in which the cadi made up his mind in the three cases.

RECOLLECTIONS OF MY BOYHOOD.

Bequeathed', left by will.
Bequest', what is bequeathed.
Compan'ionable, friendly.
No'table, fine, grand.
Pas'sionately, showing a great deal of feeling.
Precise'ly, exactly.
Pri'mal, first, highest.
Rev'erentest, most respectful.
Severe', harsh.
Uncov'etous, not desiring what is another's.

1. My father began business as a wine-merchant, with no capital, and a considerable amount of debts bequeathed him by my grandfather. He accepted the bequest, and paid them all before he began to lay by anything for himself.

2. For this his best friends called him a fool; and I, without expressing any opinion as to his wisdom, which I knew in such matters to be at least equal to mine, have written on the granite slab over his grave that he was an "entirely honest merchant."

3. Years went on, and I came to be four or five years old. He could command a post-chaise and pair for two months in the summer, by help of which, with my mother and me, he went the round of his country customers. I saw all the high-roads, and most of the cross ones, of England and Wales, and a great part of lowland Scotland as far as Perth.

4. It happened — which was the real cause of the bias of my after-life — that my father had a rare love of pictures. Accordingly, whenever there was

a gallery to be seen, we stopped at the nearest town for the night, and in reverentest manner I thus saw nearly all the noblemen's houses in England; — not, indeed, myself at that age caring for pictures, but much for castles and ruins; feeling more and more, as I grew older, the healthy delight of uncovetous admiration, and perceiving that it was probably much happier to live in a small house and have Warwick Castle to be astonished at, than to live in Warwick Castle and have nothing to be astonished at.

5. I was never permitted for an instant to hope for, or even imagine, the possession of such things as one saw in toy-shops. I had a bunch of keys to play with as long as I was capable only of pleasure in what glittered and jingled; as I grew older, I had a cart and ball; and when I was five or six years old, two boxes of well-cut wooden bricks.

6. The group of which our house was the quarter consisted of two precisely similar couples of houses, — gardens and all to match. The house itself, three-storied, with garrets above, commanded a very notable view from its upper windows. It had front and back garden in sufficient proportion to its size.

7. The differences of primal importance which I observed between the nature of this garden and that of Eden, as I have imagined it, were, that in this one *all* the fruit was forbidden, and there were no companionable beasts: in other respects, the little domain answered every purpose of paradise to me.

8. I never had heard my father's or mother's voice once raised on any question with each other, nor seen an angry or even slightly hurt or offended glance in the eyes of either. I had never heard a servant scolded, nor even suddenly, passionately, or in any severe manner blamed. I had never seen a moment's trouble or disorder in any household matter.

9. Next to this quite priceless gift of Peace, I had received the perfect understanding of the nature of Obedience and Faith. I obeyed word, or lifted finger, of father or mother, as a ship her helm. And my practice in Faith was soon complete: nothing was ever promised me that was not given, nothing ever threatened me that was not inflicted, and nothing ever told me that was not true. Peace, Obedience, Faith: these three I esteem the main blessings of my childhood. *Ruskin.*

QUESTIONS. — 1. Why did the writer's father pay the grandfather's debts? . Was he compelled to do so? 3. Did he act on the principle that "honesty is the best policy"? 4. What is meant by "uncovetous admiration"? 5. Mr. Ruskin is one of the most eminent lecturers and writers on fine art: show if the course his father pursued would tend to give the boy a taste for art. 6. Where were these galleries of paintings? 7. Why should children be obedient. 8. Why was not the child allowed to have all he wished? 9. Were not the toys more attractive than the paintings and ruins?

SORROW FOR THE DEAD.

Ag'ony, terrible pain.
Assidu'ities, attentions, cares.
Chap'let, a wreath.
Compunc'tious, repentant.
Contri'tion, sorrow for wrong-doing.
Convul'sive, heaving, shaking.
Dole'fully, sorrowfully.
Divorced', separated.
Fu'tile, (see "unavailing").
Lav'ished, given in very great plenty.
Unavail'ing, without good resulting.
Unrequit'ed, un-repaid.

The sorrow for the dead is the only sorrow from which we refuse to be divorced. Every other wound we seek to heal, every other affliction to forget; but this wound we consider it a duty to keep open. This affliction we cherish, and brood over in solitude. Where is the mother who would willingly forget the infant that has perished like a blossom from her arms, though every recollection be a pang? Where is the child that would willingly forget a tender parent, though to remember be but to lament? Who, even in the hour of agony, would forget the friend over whom he mourns?

No, the love which survives the tomb is one of the noblest attributes of the soul. If it has its woes, it has likewise its delights: and when the overwhelming burst of grief is calmed into the gentle tear of recollection, when the sudden anguish and the convulsive agony over the present ruins of all that we most loved, are softened away into pensive meditation on all that it was in the

days of its loveliness, who would root out such a sorrow from the heart? Though it may sometimes, throw a passing cloud over the bright hour of gayety, or spread a deeper sadness over the hour of gloom, yet who would exchange it even for the song of pleasure, or the burst of revelry? No, there is a voice from the tomb sweeter than song. There is a remembrance of the dead, to which we turn even from the charms of the living.

O, the grave! the grave! It buries every error, covers every defect, extinguishes every resentment. From its peaceful bosom spring none but fond regrets and tender recollections. Who can look down upon the grave even of an enemy, and not feel a compunctious throb, that he should have warred with the poor handful of earth that lies mouldering before him? But the grave of those we loved, — what a place for meditation! There it is that we call up, in long review, the whole history of virtue and gentleness, and the thousand endearments lavished upon us, almost unheeded in the daily intercourse of intimacy; there it is that we dwell upon the tenderness, the solemn, awful tenderness, of the parting scene; the bed of death, with all its stifled griefs, its noiseless attendance, its mute, watchful assiduities! the last testimonies of expiring love! the feeble, fluttering, thrilling — O how thrilling! — pressure of the hand! the last fond look of the glazing eye turning upon us, even from the threshold of existence! the faint, faltering accents, struggling in death to give one more assurance of affection!

Ay, go to the grave of buried love, and meditate! There settle the account with thy conscience for every past benefit unrequited, every past endearment unregarded, of that departed being, who can never — never — never return to be soothed by thy contrition! If thou art a child, and hast ever added a sorrow to the soul, or a furrow to the silvered brow, of an affectionate parent; if thou art a husband, and hast ever caused the fond bosom that ventured its whole happiness in thy arms to doubt one moment of thy kindness or thy truth; if thou art a friend, and hast ever wronged, in thought, or word, or deed, the spirit that generously confided in thee; if thou hast given one unmerited pang to that true heart which now lies cold and still beneath thy feet; — then be sure that every unkind look, every ungracious word, every ungentle action, will come thronging back upon thy memory, and knocking dolefully at thy soul; then be sure that thou wilt lie down sorrowing and repentant on the grave, and utter the unheard groan, and pour the unavailing tear, — more deep, more bitter, because unheard and unavailing.

Then weave thy chaplet of flowers, and strew the beauties of nature about the grave; console thy broken spirit, if thou canst, with these tender, yet futile tributes of regret; but take warning by the bitterness of this, thy contrite affliction over the dead, and henceforth be more faithful and affectionate in the discharge of thy duties to the living.

Irving.

A TALE OF WAR.

A POEM IN PROSE FORM.

A grandfather, and his granddaughter who has not long been married, are sitting waiting for news of the young woman's husband, who is fighting a battle at that very moment. The young husband is slain; the grandfather dies of grief in the spring; and the young wife now sits alone by the fireside in silent sorrow.

Fal'tering, weak and breaking. | **Pal'lid**, extremely pale.

1. The apples are ripe in the orchard, the work of the reaper is done, and the golden woodlands redden in the light of the dying sun. At the cottage door the grandsire sits, pale, in his easy-chair, while the gentle wind of twilight plays with his silver hair.

2. A woman is kneeling beside him, — a fair young form is pressed, in the first wild passion of sorrow, against his aged breast. And, far from over the distance, the faltering echoes come, of the flying blast of trumpet and the rattling roll of drum.

3. Then the grandsire speaks, in a whisper; "The end no man can see; but we give him to his country, and we give our prayers to Thee." . . . The violets star the meadows, the rose-buds fringe the door, and over the grassy orchard the pink-white blossoms pour.

4. But the grandsire's chair is empty, the cottage is dark and still; there 's a nameless grave on the battle-field, and a new one under the hill. And a pallid, tearless woman by the cold hearth sits alone, and the old clock in the corner ticks on with a steady drone.

AN ADVENTURE.

Belat'ed, made late (by the too soon coming on of darkness).
Snap'ping, breaking sharp across.

1. High up on the lonely mountains,
The Indians watched and waited,
There were wolves in the forest, and bears in the bush,
And I on my path belated.

2. The rain and the night together
Came down, and the wind came after,
Bending the props of the pine-tree roof,
And snapping many a rafter.

3. I crept along in the darkness,
Stunned and bruised and blinded, —
Crept to a fir with thick-set boughs,
And a sheltering rock behind it.

4. There, from the blowing and raining,
Crouching, I sought to hide me;
Something rustled, two green eyes shone,
And a wolf lay down beside me.

5. There, we two, in the storm and wind,
I and the wolf together,
Side by side, through the long, long night,
Hid from the awful weather.

6. His wet fur pressed against me;
Each of us warmed the other;
Each of us felt, in the stormy dark,
That beast and man were brother.

And when the falling forest
No longer crashed in warning,
Each of us went from our hiding-place
Forth in the wild, wet morning.

Bayard Taylor.

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 6. — Line 1: The words *wet* and *fur* must each be accented; say *his* wét fúr. Line 2: No accent on *of*.

VERSE 7. — Line 1: No accent on *when*.

QUESTIONS. — 1. What happened (to the man who tells the story) up among the mountains? 2. When the night came, what sort of weather met him? 3. What sort of wind was blowing? Where did the traveller creep to? 5. What did he see there? 6. What beast lay down beside him? 7. What did they do to each other? 8. Why did not the wolf harm the man?

DICTATION. — Learn to write out verse 4.

EXERCISES. — 1. Learn to spell the following words:

Moun′-tains	Be-lat′-ed	Bruised	Weath′-er
Wolves	Stunned	Crouch′-ing	Pressed

2. Analyze stanza 6, and parse the last two lines.

3. Make nouns out of the following verbs and adjectives: *high, lonely, blind, blow, lay, warm, feel.*

4. Give the principal parts of the following verbs: *come, creep, hide, seek, shine, feel.*

5. Explain the following phrases: (1) I was belated on my path. (2) I sought to hide me. (3) The falling forest no longer crashed in warning.

6. Tell the above story in prose from the following outline: (1) A man was overtaken by the night and a storm of wind among the mountains. (2) He took shelter behind a rock which stood beside a fir tree. (3) A wolf lay down beside him. (4) They kept each other warm. (5) They parted without hurting each other when the morning came.

A HERO.

Fuse, a small tube, usually of cloth, with slow powder in it to set fire to a charge.

Ve'hemently, with great vigor.
Resigns', gives up.
Explo'sion, blowing up.

1. In a certain Cornish mine two men, deep down in the shaft, were engaged in putting in a shot for blasting. They had completed their purpose, and were about to give the signal for being hoisted up. One at a time was all the assistant at the top could manage, and the second was to kindle the fuse, and then mount with all speed.

2. Now it chanced, while they were still below, that one of them thought the fuse too long. He accordingly tried to cut it shorter. Taking a couple of stones, a flat and a sharp, he succeeded in cutting it the required length; but, dreadful to relate, he kindled it at the same time, while both were still below! 3. They shouted vehemently to the man at the windlass; both sprang into the bucket. The man could not move it with the two men in it.

Here was a moment for poor Miner Jack and Miner Will! Instant, horrible death hangs over them. Will generously resigns himself. "Go aloft, Jack. Sit down; away! In one minute I shall be in heaven!"

4. Jack bounds aloft, the explosion instantly follows, bruising his face as he looks over, but he is safe above ground.

And what of poor Will? Descending eagerly, they find him, as if by miracle, buried under rocks

which had arched themselves over him. He is little injured. He too is brought up safe. Well done, brave Will! *Carlyle.*

NOTE. — The tin mines of Cornwall have been worked for an unknown length of time, probably 2,500 years. Some of these mines extend under the English Channel.

QUESTIONS. — 1. What other metals besides tin are found in Cornwall? 2. How do these metals appear in nature? 3. What was the character of Will?

DICTATION. — Learn to write out section 2.

EXERCISES. — 1. Learn to spell the following words:

Cer'-tain	As-sist'-ant	Ve'-he-ment-ly	Re-signs'
Blast'-ing	Man'-age	Wind'-lass	Mir'-a-cle

2. Parse and analyze the first two sentences of section 2. See Mason's Gram., 405, and 492, B. 3.

3. Add prefixes to the following words, and give their force and meaning: *engaged, complete, manage, mount, safe, chance, generous.*

4. Explain the following phrases: (1) The men were engaged in blasting. (2) They had completed their purpose. (3) They shouted vehemently. (4) Will generously resigns himself. (5) The explosion instantly follows.

5. Write a short composition on "Two Cornish Miners" from the following heads: (1) The two miners are blasting. (2) One lights the fuse by accident. (3) Both cannot go up at the same time. (4) Will offers to stay. (5) The explosion comes, but he is safe.

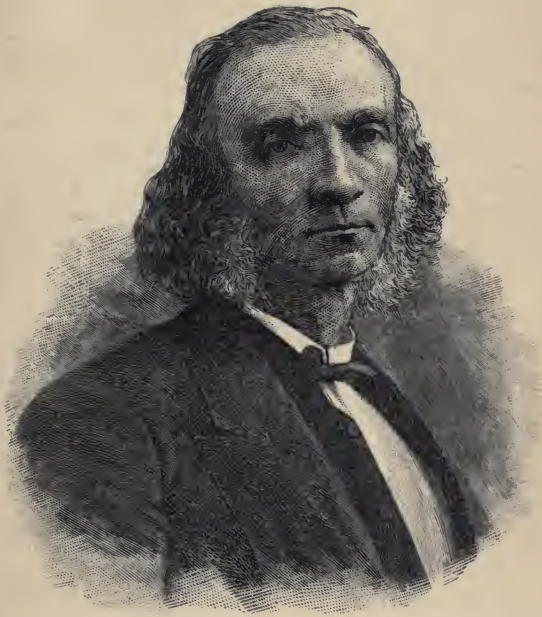
LOVE'S WITHERED WREATH.

Ar'row-sheaf, bundle of arrows.
Cor'onal, a crown.
Cloy, to glut, to tire with too much.
Distil', to let fall in drops.
Gar'land, a wreath of flowers for the head.
O'dorous, sweet-smelling.
Prank, sport.
Rev'el, merriment.
Staid, sober.
Stark, stiff, rigid, severe.
Trist'fully, sadly.
Wend, to pass on.

1. Stretched all his length upon a sunny bank,
A youth lay plucking at the flowers around,
The which he flung about in childish prank
Until half buried in the flowery mound,
Whose odorous blossoms littered all the ground;
And then in wayward mirth he strove amain,
All laughingly, the leaves to gather up again.

2. Then sitting down with staid and serious face,
He set himself to twine a rosy wreath;
Yet still inconstantly would join the chase
If chanced a butterfly to cross the heath;
Yet back would laughing come all out of breath,
And set himself to task, with serious air,
His wreathed coronal of flowers to weave and wear.

3. And so time wended with the merry boy,
All through the changes of a summer's day;
Yet seemed the lonely revel not to cloy,
But still by fits he laughed and fell to play,
Then gravely platted at the flowers away,



Dan. Wilson

Until alternate daisy, brier, and heath
He knit into a band, and crowned himself therewith.

1. Whereat he rose, and looked about him then,
Spying the lengthened shadows of the eve,
And seemed as one unconsciously o'erta'en,
And, gathering up a bow and arrow-sheaf,
That lay half buried beneath flower and leaf,
He turned him toward the sun's declining light,
And spread in haste his wings, prepared for homeward flight.

5. Then first, all stern and stark, there met his eye
An aged man that had been looking on,
At sight of whom he gazed full tristfully,
And snatched it off, and strove to hide his crown,
Whereat Death sternly claimed it for his own;
"Earth's flowers are mine!" he said; "even Love's own wreath
Fades to a royal garland for the brow of Death!"

6. Upon whose touch, the flowers, as struck by blight,
Dropped from his hand, all withered to the ground,
Which Love picked up, and, weeping at the sight,
He smoothed the shrivelled leaves, and waved it round,
Then clasped it to his breast, and with a bound
Sprung from the earth, and, soaring, heavenward flew,

While the dead leaves distilled such fragrant dew,
That all the air was filled with odors they outthrew.

Dr. Wilson.

NOTE. — "Love" is here a proper name, used for "Cupid," who, in ancient mythology, is the god of love. He is represented as a winged boy, armed with a bow and quiver of arrows.

Explain the following: (1) The which he flung about. (2) He strove amain. (3) Inconstantly would join the chase. (4) Yet seemed the lonely revel not to cloy. (5) But still by fits he laughed. (6) Spying the lengthening shadows of the eve. (7) The dead leaves distilled such fragrant dew. The air was filled with odors they outthrew.

CAUTIONS AND DIRECTIONS FOR READING.

The spirit of the first four stanzas is cheerful and animated, but not boisterous; and the reading must be in harmony, the voice pure-toned, and the time moderate, or the allegro of music.

VERSE 1. — The pause in line 1 will prevent the sing-song, and emphasis on *youth* and lesser emphasis on *flowers* will mark the two leading objects in the picture. The pause after the first word in the following lines, with a slight suspension of the voice on the preceding word, will prevent sing-song.

VERSE 2. — Emphasize *butterfly*.

Read verses 3 and 4 with increased liveliness (allegro). Emphasize *crowned* in verse 3.

VERSE 5 requires deeper and fuller tones and slower time. The spirit of this stanza is solemn and stern, and the quotation *Earth's flowers* to *Death* must be read with increased force, with emphasis on *Earth's*, *mine*, and *Love*, and a rising inflection on *Death*, as it suggests implied antithesis. Read *he said* lower and faster.

VERSE 6. — Less sternness; change to softer and to tremulous tones, especially on *withered* and *weeping*. Line 5 to the end, change to more animated and swelling tones, a degree higher in pitch, as the spirit of this part of the verse suggests triumph and joy.

THE TIGER.

Activ'ity, quickness of motion.
Affec'tionate, kind, loving.
Attract', draw.
Besmears', spreads over, daubs.
Fero'cious, fierce.
For'midable, to be greatly feared.
Gigan'tic, extremely large.
Inces'sant, never ceasing.
Lair, the place where a wild beast lies.
Pest, annoyance.
Rel'ish, liking.
Struc'ture, formation.
Taw'ny, brownish yellow.

1. The tiger, like the lion, is a gigantic cat; and it may fairly dispute the claim of the lion to be called the "king of beasts." The "royal tiger," as it is often called, is found in India, Southern Asia, and in the large islands of the Indian Archipelago; and it is fully the equal of the lion in strength and activity, whilst it rivals him in courage and beauty. 2. Its fur has a bright tawny yellow

ground, on which deep black perpendicular stripes are placed; and its long tail, which is whiter than the body, is banded with similar deep black rings. These stripes harmonize so well with the dusky jungle-grass that the grass and the fur can hardly be distinguished, and it is sometimes almost trodden on before it is seen. Unlike the ordinary male lions, the tiger has no mane. 3. In the structure of its body and in its habits, the tiger is a true cat, and you can form an excellent idea of it by simply imagining a common cat enlarged to many times its present size. Like all the cats, it walks upon the tips of its toes; and this renders its movements particularly graceful and springy, at the same time that they are light and noiseless. Its claws can be thrust out when required, and are protected with sheaths of the skin when there is no occasion for using them; and its tongue is quite rough. 4. Like the other members of the cat tribe, the tiger creeps softly and stealthily upon its intended victim, upon which it at last suddenly pounces with a terrific bound. It is active both by day and by night; and it ordinarily lives upon cattle, horses, deer, and other harmless animals. 5. Some tigers, however, acquire so strong a relish for human flesh that they are called "man-

Head of Bengal Tiger.

eaters," and they hunt men in preference to all other animals. Numbers of human beings are killed and eaten by these savage beasts every year in the countries in which they live.

6. The people of India wage an incessant war upon the tiger, and adopt all kinds of ways for ridding themselves of this formidable pest. Sometimes they set traps for it; at other times the hunter builds himself a little platform high up in the trees, and then, waiting for the tiger to pass below, shoots it in perfect safety; but perhaps the commonest way is to call in the aid of the elephant. 7. In this method of killing the tiger, the hunters are mounted upon elephants; these gigantic animals have a mortal hatred to the tiger, and are able, when necessary, to defend themselves from the attack of their formidale foe. Each elephant carries a driver and one or more sportsmen; and a hunting-party may require ten, or even a score of elephants. 8. The party is also accompanied by a number of unarmed natives, whose business it is to clear the way through the thick grass and bushes of the jungle, and to rouse the tiger from its lair. Hunting the tiger in this way is very exciting sport.

9. Though naturally such a ferocious animal, the tiger, like the lion, can be tamed, if its education be commenced in early life, and it be invariably treated with kindness. Tame tigers know their keepers quite well, and are often very fond of them; and they can be taught to do different kinds

of tricks. 10. The tiger, however, has at best a very uncertain temper; and to go into its cage is dangerous, even to those whom it knows best. There are, however, a few cases known in which Hindoos have succeeded in taming tigers so completely that there was no necessity for confining them in cages, as they would follow their masters about like affectionate dogs.

11. Tigers frequent the places where animals such as spotted deer abound. The chief weapons of the tiger are its very large feet; for a blow with one of its sledge-hammer paws will fell to the ground a large ox. Its claws are like small sickle-shaped knives, and they cut like razors.

12. There are many ways of entrapping a tiger. The natives of Oude take a number of broad leaves, smear them with bird-lime, and strew them in the path of the bloodthirsty animal. If he puts his paw on but one of these innocent-looking leaves, his fate is sealed. He tries to shake it off, he rubs it against his face, he besmears his nose and eyes with it, and glues the eyelids together; he treads on a few more leaves and gets into a rage; he rolls about and rubs his face on the ground; he tears up the earth with his claws; till at last, covered with leaves and bird-lime, his roars attract to the spot a number of armed men with guns, spears, and darts, who quickly put an end to their maddened foe. 13. Others dig a pit in the ground near the lair of a well-known tiger, tether a goat to a stake in the centre of the pit, and place

a small stone in one of the goat's ears. This stone causes the poor goat to cry piteously, and its cries attract the tiger, which tries to hook out the goat with one of his paws. This is unsuccessful, and he keeps walking round and round the pit; while the hunters who are in concealment near, take steady aim with their guns and quickly lay him dead upon the spot.

QUESTIONS. — 1. Where is the royal tiger found? 2. Describe its appearance. 3. How are the colors of its hide useful to it? 4. To what family of beasts does it belong? 5. How does it walk? 6. How does it seize its prey? 7. What does it live on? 8. How do the people of India try to shoot it? 9. How is it hunted? 10. How can a tiger be tamed? 11. What are the chief weapons of the tiger? 12. How do the natives of Oude entrap the tiger? 13. Describe the way in which the tiger is attracted by a goat.

DICTATION. — 1. Learn to write out section 1.

EXERCISES. — 1. Learn to spell the following words:

Taw′-ny Stealth′-i-ly In-ces′-sant Fe-ro′-cious
Per-pen-dic′-u-lar Or′-di-na-ri-ly Ac-com′-pa-nied In-va′-ri-a-bly
Im-a′-gin-ing Pref′-er-ence Suc-ceeds′ Pit′-e-ous-ly

2. Parse and analyze section 2, from "These stripes" to "seems." See Mason's Gram., 422, 565.

3. Give the principal parts of the following verbs: *may, have, creep, eat, sit, set, shoot, give, feel, sing.*

4. Make nouns from the following verbs and adjectives: *fair dispute, equal, strong, active, construct, enlarge, require, live, adopt, build, able, excite, describe, move.*

5. Explain the following phrases: (1) The tiger may fairly dispute the claim of the lion to be called the king of beasts. (2) In the structure of its body it is a true cat. (3) It creeps stealthily upon its intended victim. (4) The tiger, to be tamed, must be invariably treated with kindness.

6. Write a short composition on "The Tiger" from the following heads: (1) Where he lives. (2) His appearance. (3) He is a cat. (4) What he lives on. (5) How he is killed.

THE POET'S SONG.

The rain had fallen, the Poet arose,
He passed by the town and out of the street;
A light wind blew from the gates of the sun,
And waves of shadow went over the wheat,
And he sat him down in a lonely place,
And chanted a melody loud and sweet,
That made the wild-swan pause in her cloud,
And the lark drop down at his feet.

The swallow stopped as he hunted the bee,
The snake slipped under a spray,
The wild hawk stood with the down on his beak,
And stared, with his foot on the prey,
And the nightingale thought, "I have sung many songs,
But never a one so gay,
For he sings of what the world will be
When the years have died away."

Tennyson.

EXERCISES. — 1. Commit the above poem to memory.

2. Explain the following phrases: (1) Gates of the sun. (2) Waves of shadow. (3) Made the wild-swan pause in her cloud. (4) The snake slipped under a spray. (5) The wild hawk with his foot on the prey.

CANADIAN BOAT-SONG.

1. Faintly as tolls the evening chime,
Our voices keep tune and our oars keep time.
Soon as the woods on shore look dim,
We 'll sing at St. Anne's our parting hymn.
Row, brothers, row, the stream runs fast,
The Rapids are near and the daylight's past.

2. Why should we yet our sail unfurl?
There is not a breath the blue wave to curl;
But when the wind blows off the shore,
O, sweetly we'll rest our weary oar.
Blow, breezes, blow, the stream runs fast,
The Rapids are near and the daylight's past.

3. Ottawa's tide! this trembling moon
Shall see us float over thy surges soon.
Saint of this green isle! hear our prayers,
O, grant us cool heavens and favoring airs!
Blow, breezes, blow, the stream runs fast,
The Rapids are near and the daylight's past.

Thomas Moore.

NOTE. — This song is supposed to be sung by *voyageurs* going down the Ottawa. St. Anne's is a village on that river twenty-two miles by rail west of Montreal.

DIRECTIONS AND CAUTIONS FOR READING.

The whole poem ought to be read very slowly, and with deep, tranquil feeling.

VERSE 2. — Line 1: Very slight emphasis on *yet.*

VERSE 3. — Line 1: The accent is ordinarily placed on the first syllable of *Ottawa*, but *Ot-ta'-wa* is the local French pronunciation, and the poet has here adopted it. Line 3: The two words *green isle* must each have an accent. Line 4: Place the proper emphasis (or sense accent) on *cool.*

DEATH OF MILLY BARTON.

An'guish, piercing sorrow.
Des'olate, lonely, deserted; here grief-stricken.
Despair'ing, losing hope.
Hag'gard, pale, careworn.
Pal'lid, very pale.

1. At this moment Mrs. Hackit heard the sound of a heavy, slow foot in the passage; and presently Amos Barton entered, with dry, despairing eyes, haggard and unshaven. He expected to find the sitting-room as he left it, with nothing to meet his eyes but Milly's work-basket in the corner of the sofa, and the children's toys overturned in the bow-window. But when he saw Mrs. Hackit come towards him with answering sorrow in her face, the pent-up fountain of tears was opened; he threw himself on the sofa, hid his face, and sobbed aloud.

2. "Bear up, Mr. Barton," Mrs Hackit ventured to say at last; "bear up, for the sake of those dear children."

"The children," said Amos, starting up. "They must be sent for. Some one must fetch them. Milly will want to—"

He could n't finish the sentence, but Mrs. Hackit understood him, and said, "I'll send the man with the pony-carriage for them."

She went out to give the order, and encountered Dr. Madeley and Mr. Brand, who were just going.

Mr. Brand said, "I am very glad to see you here, Mrs. Hackit. No time must be lost in sending for the children. Mrs. Barton wants to see them."

"Do you quite give her up then?"

"She can hardly live through the night. She begged us to tell her how long she had to live; and then asked for the children."

3. The pony-carriage was sent; and Mrs. Hackit, returning to Mr. Barton, said she would like to go up-stairs now. He went up-stairs with her and opened the door. The chamber fronted the west; the sun was just setting, and the red light fell full upon the bed, where Milly lay with the hand of death visibly upon her. The feather bed had been removed, and she lay low on a mattress, with her head slightly raised by pillows. Her long, fair neck seemed to be struggling with a painful effort; her features were pallid and pinched, and her eyes were closed. There was no one in the room but the nurse, and the mistress of the free school, who had come to give her help from the beginning of the change.

4. Amos and Mrs. Hackit stood beside the bed, and Milly opened her eyes.

"My darling, Mrs. Hackit is come to see you."

Milly smiled, and looked at her with that strange, far-off look which belongs to ebbing life.

"Are the children coming?" she said, painfully.

"Yes, they will be here directly."

She closed her eyes again.

Presently the pony-carriage was heard; and

Amos, motioning to Mrs. Hackit to follow him, left the room. On their way down-stairs, she suggested that the carriage should remain to take them away afterwards, and Amos assented.

5. There they stood in the melancholy sitting-room, — the five sweet children, from Patty to Chubby, — all with their mother's eyes, — all, except Patty, looking up with a vague fear at their father as he entered. Patty understood the great sorrow that was come upon them, and tried to check her sobs as she heard her papa's footsteps.

"My children," said Amos, taking Chubby in his arms, "God is going to take away your dear mamma from us. She wants to see you to say good by. You must try to be very good and not cry."

6. He could say no more, but turned round to see if Nancy was there with Walter, and then led the way up-stairs, leading Dickey with the other hand. Mrs. Hackit followed with Sophy and Patty, and then came Nanny with Walter and Fred.

It seemed as if Milly had heard the little footsteps on the stairs, for when Amos entered her eyes were wide open, eagerly looking towards the door. They all stood by the bedside, Amos nearest to her, holding Chubby and Dickey. But she motioned for Patty to come first, and, clasping the poor pale child by the hand, said, —

"Patty, I 'm going away from you. Love your papa. Comfort him; and take care of your little brothers and sisters. God will help you."

Patty stood perfectly quiet, and said, "Yes, mamma."

7. The mother motioned with her pallid lips for the dear child to lean towards her and kiss her; and then Patty's great anguish overcame her, and she burst into sobs. Amos drew her towards him and pressed her head gently to him, while Milly beckoned Fred and Sophy, and said to them more faintly, —

"Patty will try to be your mamma when I am gone, my darlings. You will be good and not vex her."

They leaned towards her, and she stroked their fair heads, and kissed their tear-stained cheeks. They cried because mamma was ill and papa looked so unhappy; but they thought, perhaps next week things would again be as they used to be.

8. The little ones were lifted on the bed to kiss her. Little Walter said, "Mamma, mamma," and stretched out his fat arms and smiled, and Chubby seemed gravely wondering; but Dickey, who had been looking fixedly at her, with lip hanging down, ever since he came into the room, now seemed suddenly pierced with the idea that mamma was going away somewhere; his little heart swelled, and he cried aloud.

Then Mrs. Hackit and Nancy took them all away. Patty at first begged to stay at home and not go to Mrs. Bond's again; but when Nancy reminded her that she had better go to take care of the younger ones, she submitted at once, and they were all packed in the pony-carriage once more.

9. Milly kept her eyes shut for some time after the children were gone. Amos had sunk on his knees, and was holding her hand while he watched her face. By and by she opened her eyes, and, drawing him close to her, whispered slowly, —

"My dear — dear husband — you have been — very — good to me. You — have — made me — very — happy."

She spoke no more for many hours. They watched her breathing becoming more and more difficult, until evening deepened into night, and until midnight was past. About half-past twelve she seemed to be trying to speak, and they leaned to catch her words.

"Music — music — did n't you hear it?"

10. Amos knelt by the bed and held her hand in his. He did not believe in his sorrow. It was a bad dream. He did not know when she was gone. But Mr. Brand, whom Mrs. Hackit had sent for before twelve o'clock, thinking that Mr. Barton might probably need his help, now came up to him and said, —

"She feels no more pain now. Come, my dear sir, come with me."

"She is n't *dead?*" shrieked the poor, desolate man, struggling to shake off Mr. Brand, who had taken him by the arm. But his weary, weakened frame was not equal to resistance, and he was dragged out of the room.

George Eliot.

Extract from Scenes from Clerical Life.

THE DOGS OF ST. BERNARD.

Av'alanche, a snow-slip, or a mass of snow and ice sliding down from a mountain to the valley below.

Benight'ed, overtaken by darkness.

Benumbed', without feeling.

Con'vent, a house inhabited by persons who have retired from worldly society to devote themselves entirely to religious matters.

Cou'rier, a message carrier.

Del'icacy, fineness, exactness.

Exer'tion, effort, attempt.

Fea'tures, the different parts of the face.

Monk, one who lives in a convent or monastery.

Overwhelmed', buried or crushed by something overpowering.

Pass, a passage between hills.

Recognize', to know again.

Res'cue, to save.

Saga'city, quick thinking, wisdom.

1. The convent of the Great St. Bernard is situated near the top of the mountain known by that name, near one of the most dangerous passes of the Alps,

between Switzerland and Italy. In these regions the traveller is often overtaken by the most severe weather. After a day of cloudless beauty, a storm sometimes comes on suddenly, making the roads impassable.

2. The hospitable monks, though far from rich, open their doors to every stranger that presents himself. To be cold, to be weary, to be benighted, are sufficient claims to comfortable shelter, a cheering meal, and their pleasant conversation. 3. But their attention to the distressed does not end here. They devote themselves to the dangerous task of searching for those unhappy persons who may have been overtaken by the sudden storm, and who would perish but for their kindly aid. These brave men are assisted in their truly Christian work by a breed of noble dogs, whose sagacity has often enabled them to rescue the traveller from death.

4. Benumbed with cold, weary in the search for a lost track, stupefied by the intense frost, the unhappy man sinks upon the ground, and the snowdrift covers him from sight. It is then that the keen scent and the perfect training of these admirable dogs are called into action. 5. Though the perishing man may lie many feet beneath the snow, the delicacy of smell with which they can trace him gives a chance of escape. They scratch away the snow with their feet; they set up a continued hoarse and solemn bark, which brings the monks and laborers of the convent to their assistance.

6. To provide for the chance that the dogs alone may succeed in discovering the unfortunate traveller, one of them has a flask of spirits round his neck, to which the fainting man may apply for support, and another has a cloak to cover him. These kind and noble exertions are often successful; and, even where they fail to restore him who has perished, the dogs discover the body, so that friends may be able to recognize and claim it; and such is the effect of the cold that the dead features generally preserve their firmness for the space of two years.

7. One of these noble dogs was decorated with a medal in commemoration of his having saved the lives of twenty-two persons, who, but for his sagacity, must have perished. He died about the year 1816, in an attempt to guide a poor traveller to his anxious family. 8. The Piedmontese* courier arrived at St. Bernard one very stormy season; he was trying to make his way to the little village of St. Pierre, in the valley beneath the mountain, where his wife and children dwelt. The monks tried in vain to persuade him to change his mind, but he was resolved to reach his family at once. 9. They at last gave him two guides, each of whom was accompanied by a dog. One of the dogs was the remarkable creature whose efforts had already saved so many persons from death. While descending the mountain from the convent to St. Pierre, they were in an instant overwhelmed by an avalanche, which swallowed up also the family

* Piedmont is the most northwesterly province of Italy.

of the poor courier, who were toiling up the mountain in the hope of obtaining some news of their expected friend. They all perished.

Library of Entertaining Knowledge.

NOTES.

The foregoing refers to bygone times rather than to the present. Now three railroads pass beneath the Alps through tunnels into Italy; many well-built roads cross the mountains, and regular conveyances have been established; so that but little danger now attends the traveller on these roads.

The convent was founded in A. D. 962 by Bernard de Menthon, a nobleman of Savoy, for the purpose of sheltering pilgrims to Rome. The building is said to be the highest residence in Europe, being more than eight thousand feet above the level of the sea.

The peculiar breed of dogs is found nowhere else.

DICTATION. — Learn to spell and write out section 1.

EXERCISES. — 1. Learn to spell the following words:

Trav′-el-ler	Be-numbed′	Scratch	Suc-cess′-ful
Be-night′-ed	Stu′-pe-fied	Hoarse	Rec-og-nize′
Suf-fi′-cient	Del′-i-ca-cy	As-sist′-ance	Av′-a-lanche

2. Parse and analyze section 6, from the beginning to "support." See Mason's Gram., 492, B. 5, and 404.

3. Add prefixes to the following words: *known*, *hospitable*, *open*, *presents*, *comfortable*, *pleasant*, *attention*, *able*, *covers*, *perfect*, *continue*, *claim*, *expected*.

4. Make nouns from the following verbs and adjectives: *situated*, *known*, *severe*, *hospitable*, *weary*, *comfortable*, *pleasant*, *devote*, *assisted*, *perfect*, *continued*, *solemn*, *provide*.

5. Give the meaning of the following phrases: (1) The traveller is often overtaken by severe weather. (2) Impassable roads. (3) They devote themselves. (4) The snowdrift covers him from sight. (5) Overwhelmed by an avalanche.

6. Write a short composition from the following heads: (1) For what purpose the dogs are kept. (2) Who keep them. (3) How the dogs find lost travellers. (4) What they carry with them. (5) The most celebrated St. Bernard dog.

DARE TO DO RIGHT.

Ablu'tion, the act of washing.
Glim'mering, a faint view.
Leav'en, to make a general change, to influence.
Mo'tive, that which causes one to act.
Sub'tle (*sut'-tl*), artful, cunning.
Tes'timony, open declaration.

1. The little boys went quietly to their own beds, and began undressing and talking to one another in whispers; while the elder, amongst whom was Tom, sat chatting about on one another's beds, with their jackets and waistcoats off.

2. Poor little Arthur was overwhelmed with the novelty of his position. The idea of sleeping in the room with strange boys had clearly never crossed his mind before, and was as painful as it was strange to him. He could hardly bear to take his jacket off; however, presently, with an effort, off it came, and then he paused and looked at Tom, who was sitting at the bottom of his bed, talking and laughing.

3. "Please, Brown," he whispered, "may I wash my face and hands?" "Of course, if you like," said Tom, staring: "that 's your wash-stand under the window, second from your bed. You 'll have to go down for more water in the morning if you use it all."

4. And on he went with his talk, while Arthur stole timidly from between the beds out to his wash-stand, and began his ablutions, thereby drawing for a moment on himself the attention of the room.

5. On went the talk and laughter. Arthur finished his washing and undressing, and put on his night-

gown. He then looked round more nervously than ever. Two or three of the little boys were already in bed, sitting up with their chins on their knees. The light burned clear, the noise went on.

6. It was a trying moment for the poor little, lonely boy; however, this time he did not ask Tom what he might or might not do, but dropped on his knees by his bedside, as he had done every day from his childhood, to open his heart to Him who heareth the cry and beareth the sorrows of the child, and the strong man in agony.

7. Tom was sitting at the bottom of his bed unlacing his boots, so that his back was towards Arthur, and did not see what had happened, and looked up in wonder at the sudden silence. Then two or three boys laughed and sneered, and a big, brutal fellow, who was standing in the middle of the room, picked up a slipper, and shied it at the kneeling boy, calling him a snivelling young shaver.

8. Then Tom saw the whole, and the next moment the boot he had just pulled off flew straight at the head of the bully, who had just time to throw up his arm and catch it on his elbow. "Confound you, Brown; what's that for?" roared he, stamping with pain. "Never mind what I mean," said Tom, stepping on to the floor, every drop of blood in his body tingling, "if any fellow wants the other boot, he knows how to get it."

9. What would have been the result is doubtful, for at this moment the sixth-form boy came in, and not another word could be said. Tom and the rest rushed into bed and finished their unrobing there,

and the old janitor had put out the candle in another minute, and toddled on to the next room, shutting the door with his usual, "Good night, gen'l'm'n.".

10. There were many boys in the room by whom that little scene was taken to heart before they slept. But sleep seemed to have deserted the pillow of poor Tom. For some time his excitement, and the flood of memories which chased one another through his brain, kept him from thinking or resolving. His head throbbed, his heart leaped, and he could hardly keep himself from springing out of bed and rushing about the room.

11. Then the thought of his own mother came across him, and the promise he had made at her knee, years ago, never to forget to kneel by his bedside and give himself up to his Father before he laid his head on the pillow from which it might never rise; and he lay down gently, and cried as if his heart would break. He was only fourteen years old.

12. It was no light act of courage in those days for a little fellow to say his prayers publicly, even at Rugby. A few years later, when Arnold's manly piety had begun to leaven the school, the tables turned; before he died, in the schoolhouse at least, and I believe in the other houses, the rule was the other way.

13. But poor Tom had come to school in other times. The first few nights after he came he did not kneel down because of the noise, but sat up in bed till the candle was out, and then stole out and

said his prayers, in fear lest some one should find him out. So did many another poor little fellow.

14. Then he began to think that he might just as well say his prayers in bed, and then that it did not matter whether he was kneeling, or sitting, or lying down. And so it had come to pass with Tom, as with all who will not confess their Lord before men; and for the last year he had probably not said his prayers in earnest a dozen times.

15. Poor Tom! the first and bitterest feeling, which was like to break his heart, was the sense of his own cowardice. The one vice which he loathed above all was brought in and burned in on his own soul. He had lied to his mother, to his conscience, to his God. How could he bear it? And then the poor little weak boy, whom he had pitied and almost scorned for his weakness, had done that which he, braggart as he was, dared not do.

16. The first dawn of comfort came to him in vowing to himself that he would stand by that boy through thick and thin, and cheer him, and help him, and bear his burdens, for the good deed done that night. Then he resolved to write home next day and tell his mother all, and what a coward her son had been. And then peace came to him as he resolved, lastly, to bear his testimony next morning.

17. The morning would be harder than the night to begin with, but he felt that he could not afford to let one chance slip. Several times he faltered, for the Devil showed him, first, all his old friends calling him "Saint," and "Squaretoes," and a dozen hard names, and whispered to him that his motives

would be misunderstood, and he would be left alone with the new boy; whereas it was his duty to keep all means of influence, that he might do good to the largest number.

18. And then came the more subtle temptation, "Shall I not be showing myself braver than others by doing this? Have I any right to begin it now? Ought I not rather to pray in my own study, letting other boys know that I do so, and trying to lead them to it, while in public at least I should go on as I have done?" However, his good angel was too strong that night, and he turned on his side and slept, tired of trying to reason, but resolved to follow the impulse which had been so strong, and in which he had found peace.

19. Next morning he was up and washed and dressed, all but his jacket and waistcoat, just as the ten minutes' bell began to ring, and then in the face of the whole room he knelt down to pray. Not five words could he say, — the bell mocked him; he was listening for every whisper in the room, — what were they all thinking of him?

20. He was ashamed to go on kneeling, ashamed to rise from his knees. At last, as it were from his inmost heart, a still, small voice seemed to breathe forth the words of the publican, "God be merciful to me a sinner!" He repeated them over and over, clinging to them as for his life, and rose from his knees comforted and humbled, and ready to face the whole world.

21. It was not needed: two other boys besides Arthur had already followed his example, and he

went down to the great school with a glimmering of another lesson in his heart, — the lesson that he who has conquered his own coward spirit has conquered the whole outward world; and that other one which the old prophet learned in the cave at Mount Horeb, when he hid his face, and the still, small voice asked, "What doest thou here, Elijah?" — that, however we may fancy ourselves alone on the side of good, the King and Lord of men is nowhere without his witnesses; for in every society, however seemingly corrupt and godless, there are those who have not bowed the knee to Baal.

22. He found, too, how greatly he had exaggerated the effect to be produced by his act. For a few nights there was a sneer or a laugh when he knelt down, but this passed off soon, and one by one all the other boys but three or four followed the lead.

Thomas Hughes.

NOTES. — 1. This selection is made from "Tom Brown's School Days," a story based on the life of a schoolboy at Rugby, one of the great boarding schools of England.

2. Dr. Thomas Arnold was master of Rugby for fifteen years. He is still regarded as a model for all teachers, on account of the remarkable influence which he had over his boys, as the result of his sterling character and his manly way with his pupils.

QUESTIONS. — 1. "The light burned clear"; what difference would that make? 2. Show the force and aptness of "flood" in "flood of memories." 3. How could Tom be a coward when he defended Arthur? 4. In 18 explain how this was a "more subtle temptation." 5. Why was there such a difference in the feelings of the two boys when in the act of praying?

EXERCISES. — 1. Write out in your own words the two lessons Tom learned.

2. Analyze section 18 from "And" to "this." See Mason's Gram., 404, 420.

THE FIRST SNOW-FALL.

Au'burn, Mount Auburn Cemetery, at Cambridge, Massachusetts.
Car'rara, Carrara marble, — that is, snow as white as marble. Carrara is a town in the north of Italy, celebrated for its marble quarries.
Chan'ticleer, the cock.
Er'mine, white fur of an animal of the weasel tribe.
Gloam'ing, twilight.

1. The snow had begun in the gloaming,
And busily all the night
Had been heaping field and highway
With a silence deep and white.

2. Every pine and fir and hemlock
Wore ermine too dear for an earl,
And the poorest twig on the elm-tree
Was ridged inch-deep with pearl.

3. From sheds new roofed with Carrara
Came Chanticleer's muffled crow;
The stiff rails were softened to swan's-down,
And still fluttered down the snow.

4. I stood and watched by the window
The noiseless work of the sky,
And the sudden flurries of snow-birds,
Like brown leaves whirling by.

5. I thought of a mound in sweet Auburn
Where a little headstone stood, —
How the flakes were folding it gently,
As did robins the babes in the wood.

6. Up spoke our own little Mabel,
Saying, "Father, who makes it snow?"

And I told of the good All-Father,
Who cares for us here below.

7. Again I looked at the snow-fall,
And thought of the leaden sky
That arched o'er our first great sorrow,
When that mound was heaped so high.

8. I remembered the gradual patience
That fell from that cloud like snow,
Flake by flake, healing and hiding
The scar of our deep-plunged woe.

9. And again to the child I whispered,
"The snow that husheth all,
Darling, the merciful Father
Alone can make it fall!"

10. Then, with eyes that saw not, I kissed her,
And she, kissing back, could not know
That my kiss was given to her sister,
Folded close under deepening snow.

Lowell.

DIRECTIONS AND CAUTIONS FOR READING.

Read verse 1 quietly, and not fast.

Read verse 3 more lively and cheerfully.

VERSE 5: Begin in lower tones, with tenderness and pathos.

VERSE 6. — Line 2: Read *saying* soft and low, but read *Father* to *snow* a little louder and slower, but very gentle and childlike; then give the two succeeding lines more deeply and solemnly.

VERSE 9. — Lines 1, 2: Begin soft and low, the voice dwelling a moment on *Darling* with a rising slide; give *Father alone* emphasis.

VERSE 10: A tremulous emphasis on *kissed;* read lines 3 and 4 with increased tenderness and solemnity, with emphasis on *sister*, and render the last line the most solemnly of all.

HEALTH AND HOW TO RETAIN IT.

THE AIR AND ITS IMPURITIES.

Ad'equate, sufficient.
Contamina'tion, defilement.
Excre'tions, things thrown out.
Infec'tious, easily communicated.
Malig'nant, threatening death.
Prop'agates, breeds.
Vi'ce ver'sa, in reverse order.
Vi'tiated, impure.

1. The object of Hygiene is the preservation of health. It should give to the people a knowledge of all those rules and regulations which tend to the development of the body, and to its maintenance in a healthy and vigorous condition. It should also point out those errors and vices which make the human system an appropriate soil for the seeds of disease and death. In endeavoring to accomplish these ends, it should give instruction regarding the air we breathe, the water we drink, and the food we eat, as well as about exercise, sleep, sunlight, and all other agencies which sustain life.

2. In considering some of the impurities of air, water, and food, it should be remembered that all infectious diseases, such as typhus and typhoid fevers, diphtheria, measles, scarlet fever, cholera, small-pox, and yellow-fever, are communicated from one person to another by very minute germs or seeds. Each disease has its own germ, and propagates only its kind. A typhoid germ produces typhoid, not scarlet-fever, just as a grain of corn produces corn, and no other plant. 3. These germs escape from the lungs in expired air, and also from the skin, or in the excretions of the air passages, kidneys, or bowels of the diseased. They float unseen in

the air, or make their way into the water or food used by man, and thence into his blood, where they multiply with enormous rapidity; and the effort of the system to relieve itself of these germs constitutes the disease.

4. Atmospheric air is a mixture of 79 per cent. by volume of nitrogen, and nearly 21 of oxygen, with traces of carbonic acid, ammonia, and watery vapor.

In the act of respiration or breathing, the air passes into the lungs through the windpipe. This tube commences just below the root of the tongue, and runs down the front of the neck to the upper part of the chest. Here it divides into two branches, one leading to the right lung, and the other to the left. These branches divide and subdivide in the lungs many times, until they finally terminate in small cavities, named lobules, whose walls are lined with little depressions called cells.

Air tube and its divisions and subdivisions in the lung.

5. The walls of these cells are largely made up of very minute blood-vessels, the coats or cover-

a, last division of lung tube.
b, lung lobule, or air sac.
c, *c*, *c*, *c*, air cells.

ings of which are extremely thin; so thin that portions of the air readily pass through them into the blood, and certain impurities of the blood readily pass out into the air cells. The dark or venous blood which comes to them gives up (1st) carbonic acid; (2d) watery vapor; (3d) organic matter; and in exchange for these takes oxygen from the air, and thus becomes converted into bright red or arterial blood. 6. It becomes purified. But what change does the air undergo?

1st. It loses oxygen. 2d. It gains carbonic acid, the increase being from eighty to one hundred fold. 3d. It gains watery vapor. 4th. It gains organic matter in an invisible form, which gives to respired air its disagreeable odor. With this constant loss of oxygen and increase of carbonic acid, air breathed by many persons in a close room soon becomes injurious, because it contains too much carbonic acid, and too little oxygen to convert the dark into the bright red or pure blood; consequently impure blood must circulate through the systems of those who breathe such air. 7. But blood supplies food to all parts of the body, and if impure, the food is impure, and the various organs are badly nourished, and therefore debilitated, and much more liable to disease.

Consequently, if an attack of disease should come, it is sure to assume a most serious character; hence it is that almost all forms of fever delight to enter crowded and badly ventilated houses, and there take on their most malignant and fatal forms. This is equally true in regard to erysipelas and diseases of the lungs, and more especially consumption. No more favorable element than a vitiated atmosphere could be chosen in which to develop this malady, and no better for hastening it to a fatal termination.

Magnified section of skin, showing sweat glands and duct.

8 It is estimated that there are in the skin 2,300,000 minute openings, or sweat pores. These are the terminations of small tubes which run into or through the skin, and end in coils which constitute the sweat glands. They secrete about two pints of perspiration during the twenty-four hours. This fluid, mainly composed of water, holds in solution many impurities, which are poured out on the surface of the body, and some escape into the air and aid in no small degree in producing the disagreeable odor observable in crowded and badly ventilated rooms.

9. The decomposition of the contents of sewers and drains gives rise to many poisonous gases, which, being light, readily ascend from cellars or basements into the rooms of dwellings, and often take with them the germs which produce typhoid

and other fevers. These gases and germs are very readily absorbed by milk, meat, and other articles of diet, and by their use disease may be introduced into the system.

The effluvia arising from the decay of unburied carcasses, and the filthy accumulations of back-yards, are illustrations of impurities which result from animal and vegetable decomposition, and they often produce diarrhœa and dysentery.

10. The labor of the miner, of the stone-cutter, of the steel-grinder, etc., liberates minute particles of matter which are disseminated through the atmosphere. The dust particles pass with the air into the lungs, and are deposited in the air tubes and air cells, producing various forms of lung disease.

Statistics fully demonstrate that of all ordinary causes of disease none is so productive of sickness and death as impure air. How important, therefore, that every one should understand and put in practice the remedies, which are thorough ventilation and cleanliness! 11. Ventilation is the exchange of the impure air of a room or enclosure for the pure, fresh air of the external atmosphere, and the main object to be attained is the greatest possible interchange of air compatible with the safety of the occupants. The only danger which can arise from the too free admission of air is the possibility of producing a cold in the head, sore throat, or some such affection. This danger, however, is very far from being so great as many persons fancy, and may be overcome by di-

recting the incoming current of air towards the ceiling of the room, and by the use of additional fire and clothing.

12. In adopting means for the removal of impure air from a room or building, abundant facilities for its escape should be secured. This may be done by lowering the upper sash of a window, or even by raising the lower one, although the former is preferable; by a door standing ajar; by an open grate or open flue, communicating with a chimney of good draught; or by the construction of an air shaft or cylinder, terminating above the roof, and surmounted by a cowl and vane to direct its opening away from the wind, so that the impure air in it may readily escape. 13. In winter the pipe of a stove or furnace should pass up through the centre of the shaft, for the purpose of heating the contained air, so that it may the more readily ascend, and the more certainly withdraw the foul air from the room or building.

The apertures for the admission of impure air into the shaft should be near the ceiling.

Pure air may be admitted through an open window, an open door, or variously constructed ventilating openings in the walls. In the use of any or all of these methods, two errors must be avoided:

14. (*a.*) The temperature of the room must not be made uncomfortably low. The higher the wind and colder the air, the less should be admitted, and *vice versa*. (*b.*) Avoid the unpleasant effects of draughts, by directing the current of air towards the ceiling, or away from the occupants of the room.

This may be done by having all the ventilating openings in the walls terminate at the ceiling, by screens, by turning the inner edge of Venetian slats upwards, or by any contrivance which the peculiarities of a particular case may suggest.

15. In winter, air may be supplied through various kinds of heating apparatus. For this purpose it should be free from all contamination, and conducted by tubes from without to stoves, furnaces, or, better still, to a chamber well supplied with coils of tubing filled with circulating hot water. When heated, the air ascends through conductors to the rooms requiring it. It may be necessary to employ machinery to force into large buildings a supply of air adequate to their wants.

16. The frequent, the daily use of the bath is necessary to remove the impurities deposited on the surface of the body by the sweat-pores. The underclothing, into which, perhaps, escapes the chief part of the perspiration, should be all removed on retiring to rest, for the purpose of being thoroughly aired or replaced by clean garments in the morning.

17. The injurious effects of sewage and drainage effluvia may be avoided by the construction of sewers with a rapid fall if possible, with water-traps completely separating them from the buildings, and with provision for flushing or cleansing them at least every second day by an abundance of water.

28. Board and plank floors for cellars are bad, because they afford a home beneath them for vermin and vegetable decomposition. A good floor may be

made by spreading over the bottom of the cellar coarse gravel, one foot in depth, and covering it with cement. The drain should commence at the lowest part of the gravel, and have a good fall to its termination. 19. In cellars and basements ample provision should be made for the free passage of currents of air, and for plenty of light. Cellars should not be blackholes.

The bodies of dead animals should be buried before they decompose, and the backyards and all the surroundings of dwellings should be kept scrupulously clean.

20. Dust particles may be removed from the air by breathing it through the nostrils, and not through the mouth, or by securing over the mouth and nose a sponge, cotton batting, a silk handkerchief, or other porous substance, which, while admitting the air, arrests the dust.

QUESTIONS. — 1. How do infectious diseases spread? 2. Why is it necessary to have pure air to breathe? State five ways in which air is made impure. 4. Name all the good methods of ventilating dwellings.

EXERCISES. — 1. Learn to spell the following words, and give their meanings:

Main'-te-nance	Ty'-phoid	In-vis'-i-ble	Vi'-ti-at-ed
A'-gen-cies	At-mos-pher'-ic	De-bil'-i-tat-ed	Cyl'-in-der
Diph-the'-ri-a	Ar-te'-ri-al	Er-y-sip'-e-las	Ef-flu'-vi-a

2. Write a short composition describing the way in which air becomes impure in a close room with an audience in it, and explain the effects of breathing such air.

3. Give as many examples as you can of the fatal effects of breathing bad air.

ABOU BEN ADHEM.

Abou Ben Adhem (may his tribe increase!)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich, and like a lily in bloom,
An Angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold,
And to the Presence in the room he said,
"What writest thou?" — The Vision raised its head,
And with a look made of all sweet accord
Answered, "The names of those who love the Lord."
"And is mine one?" said Abou. "Nay, not so,"
Replied the Angel. Abou spoke more low,
But cheerily still; and said, "I pray thee, then,
Write me as one that loves his fellow-men."
The Angel wrote and vanished. The next night
It came again with a great wakening light,
And showed the names whom love of God had blessed,
And, lo! Ben Adhem's name led all the rest.

Leigh Hunt.

DIRECTIONS AND CAUTIONS FOR READING.

The quality of voice appropriate to this poem must be soft and effusive; the spirit cheerful, but reverential, and not too slow. In line 1 read the parenthesis lower and with warmth. Read lines 3 and 4, from *within* to *bloom*, lower and faster than the parts interrupted. Read line 8 and all succeeding questions and answers a little slower and with more fervor than the narrative parts. Read the questions of Abou Ben Adhem with reverence, and the answers of the Angel with gentle dignity. In line 11 give emphasis to *mine*, and read *said Abou* lower and faster. Line 14: emphasis on *me* and *fellow-men*. Line 16: increase the force on *great wakening light*. Line 18, give force to *lo*, with chief emphasis on *led*.

HEALTH AND HOW TO RETAIN IT.

PART II.—WATER AND ITS IMPURITIES.

Adul'terated, mixed with impurities.
Adja'cent, near to.
Di'etary, a course of diet.
Decompos'ing, decaying.
Hilar'ity, great glee.
Sat'urated, filled to excess.

1. Man's supply of water is obtained from rain-falls, springs, wells, streams, and lakes. The contaminations which render it specially injurious are derived from decomposing animal and vegetable matter, and from the excretions of persons suffering from disease, especially typhoid fever. When rain falls upon manure-heaps, or the refuse piles of backyards, decomposing impurities are washed into streams, and sometimes directly into wells. At other times these impurities, as well as those from water-closets, sewers, and cesspools, pass through sandy, gravelly, or other porous soils, and ultimately find their way into springs, wells, and streams. 2. It is true that sand and other soils purify water in its passage through them; but as each successive rain-fall brings its cargo of impurity, the soil soon becomes so saturated as to be no longer able to remove the impurities, and they pass on into the sources of man's supply. The principal diseases produced by the use of such water are cholera, typhoid fever, dysentery, and diarrhœa.

The remedy is pure water. 3. This is to be obtained: —

1st. By constructing deep wells remote from the sources of danger; raising their walls a couple of feet above the adjacent surface of the ground, so as

to guard against the entrance of surface water; covering them securely; providing for their ventilation by means of tubes three or four inches in diameter covered by perforated zinc; and cleaning them out once or twice a year. In densely populated cities and large towns, where sewers and other sources of contamination are everywhere found, wells should be entirely discarded.

2d. By constructing water-works, supplied with pure water. 4. It is, however, very often difficult to obtain a supply free from suspicion. It should then be subjected to a process of purification by a filter-bed. This is a large reservoir or basin. In the bottom are placed a series of perforated tiles or tubes, leading to a central delivery pipe. These are covered by three feet of gravel, coarse below, and graded to fine on top, and over this gravel are spread two or three feet of sand, similarly graded. 5. Through this filter the water is allowed to pass slowly, and, although thus much improved in quality, the process is not sufficient to render safe any water into which sewage may have found its way. To combat this difficulty, the water should be boiled, or filtered through animal charcoal.

3d. In some localities devoid of streams, and where water cannot be obtained by digging to a reasonable depth, the inhabitants are obliged to use rain-water. 8. This, in passing through the air, and washing over the roofs of buildings, and through conductors to cisterns, gathers considerable vegetable and animal matter, which soon decomposes, rendering the water unfit for use; hence the

cisterns should be thoroughly cleaned out several times during a season.

FOOD.

7. The articles of man's diet may be classified as follows :—

1st. Those which build up the parts or tissues of the body, and maintain them in repair. These forms of food — which are called nitrogenous because they contain nitrogen — are found in the white of egg as nearly pure albumen, in lean meat, in flour, in cheese, and to some extent in almost all common articles of diet.

8. 2d. Those which maintain the heat of the body. These are called hydro-carbons, because, they contain hydrogen, and also carbon, which by uniting with oxygen in the system produces a slow form of combustion, a gentle fire, and thus preserves the temperature. Fats, sugar, starch, and gums belong to this class.

9. 3d. Those which aid in dissolving the food, and conveying it to all parts of the body. Water, common table salt, and other salts, are the ingredients of this division.

All these different forms of food must find a place in every judiciously selected dietary. The nitrogenous alone would not maintain the body in health, neither would the carbonaceous.

10. Experience has demonstrated that four and a half ounces of nitrogenous and twenty of carbonaceous food are a proper daily quantity and proportion for an adult at ordinary labor. But it is desirable, while maintaining this proportion, to

change the ingredients from day to day in order to please the palate and promote digestion. The beef, corn, and rice of to-day should be replaced by mutton, pease, and sago to-morrow, and by something different the next day. Variety may also be secured by different methods of cooking. 11. Bad cooking, besides destroying food, is unquestionably the source of much indigestion; the art of cooking, therefore, in the interests of both health and economy, should be the subject of careful study in every household. Nor of less importance is the selection of wholesome and unadulterated food. Good meat should be firm in texture, marbled by an intermixture of lean and fat, the lean reddish, but neither pale nor dark in color, and the odor not unpleasant. 12. Flour should be white, or but lightly tinged with yellow, not lumpy, and free from mouldy smell. Bread should be thoroughly baked and porous throughout, of pleasant taste and odor. Milk, when placed in a glass tube, should be uniformly opaque, without sediments, and after standing twelve hours should yield ten per cent. of cream. Butter should have no rancid taste or odor; and all other articles of diet should be examined and selected with care.

13. But wisely selected and well prepared food requires to be thoroughly and slowly masticated or chewed, for two reasons:—

1st. The food should be ground to a fine pulp, to facilitate the action on it of the stomach juices.

2d. Because saliva or spittle must be thoroughly mixed with the food, that it may be easily swallowed, and also that its starchy constituents may

be digested. The use of tobacco, by provoking a profuse flow of saliva and its loss by spitting, must diminish the supply, and should be abandoned.

14. Before food passes into the stomach, the walls of the latter are pale, its blood-vessels are empty. After food has entered and healthy digestion has begun, the vessels are engorged; the walls are red, and exude the gastric or stomach juice by which the food is digested. This extra supply of blood cannot be given to the stomach while used elsewhere. The student's brain and the laborer's muscles require all the blood the system can spare to repair their waste of tissue while at their toil, and therefore, in order to liberate this blood and allow it to flow to the stomach and accomplish its work of digestion, labor should be relaxed for half an hour before and an hour after a meal.

13. Exercise is necessary to the healthy development and maintenance of either brain or muscle, and hence the student, the professional man, and every one whose calling involves much brain-work, should have daily physical exercise, and the more pleasant and amusing that exercise, the better its effect on the health. The keen interest of pull-away and cricket, and the hilarity of the curling rink, are more certain to give vigor to the system than cheerless walks or the drudgery of the buck-saw. On the other hand, the laborer, whose toil requires little thought, should employ his evenings in the cultivation of his mind, by reading, hearing lectures, or attending evening classes.

6. Man is so constituted as to require alter-

nate periods of activity and rest. During the period of activity, waste of tissue takes place, and, although at the same time some repair is made, it is during sleep that it is perfected. An adult requires about eight hours of sleep daily, and young or old people much more, but no absolute rule can be laid down suitable to every case. It may be stated generally, that all should sleep to full satisfaction.

17. Light and sunshine are as essential to man's health as they are to the growth and development of plants. People who live in badly lighted houses are pale and puny, and their death rate is high; moreover, the germs of disease cannot flourish where plenty of fresh air, light, and sunshine exist.

J. W. McLaughlin, M. B., L. R. C. P., L. R. C. S. Ed.

EXERCISES. — 1. Learn to spell and give the meaning of:

Po′-rous	Cess′-pools	Cis′-terns	Con-stit′-u-ents
De-com-pos′-ing	Dense′-ly	Ni-tro′-ge-nous	Dis-card′-ed
Sat′-u-rat-ed	Per′-fo-rat-ed	E-con′-o-my	Drudg′-er-y
En-gorged′	Pro-fuse′	O-paque′	Car-bo-na′-ceous

2. Write from memory a statement of the ways in which water becomes impure, and explain how to make it pure.

3. Write twelve rules for the preservation of the health, based on this lesson and the part which precedes it.

A PRAYER OF MOSES.

LORD, thou hast been our dwelling-place in all generations.
Before the mountains were brought forth,
Or ever thou hadst formed the earth and the world,
Even from everlasting to everlasting, thou art God.
Thou turnest man to destruction;
And sayest, Return, ye children of men.
For a thousand years in thy sight are but as yesterday when it is past,
And as a watch in the night.
Thou carriest them away as with a flood; they are as a sleep:
In the morning they are like grass which groweth up.
In the morning it flourisheth, and groweth up;
In the evening it is cut down, and withereth.
For we are consumed by thine anger,
And by thy wrath are we troubled.
Thou hast set our iniquities before thee,
Our secret sins in the light of thy countenance.
For all our days are passed away in thy wrath;
We spend our years as a tale that is told.
The days of our years are threescore years and ten;
And if by reason of strength they be fourscore years,
Yet is their strength labor and sorrow;
For it is soon cut off, and we fly away.
Who knoweth the power of thine anger?
Even according to thy fear, so is thy wrath.
So teach us to number our days,
That we may apply our hearts unto wisdom.

Return, O LORD, how long?
And let it repent thee concerning thy servants.
O, satisfy us early with thy mercy;
That we may rejoice and be glad all our days.
Make us glad according to the days wherein thou hast afflicted us,
And the years wherein we have seen evil.
Let thy work appear unto thy servants,
And thy glory unto their children.
And let the beauty of the LORD our God be upon us:
And establish thou the work of our hands upon us;
Yea, the work of our hands establish thou it.

Psalm XC.

A PSALM OF DAVID.

The LORD is my shepherd; I shall not want.
He maketh me to lie down in green pastures.
He leadeth me beside the still waters.
He restoreth my soul:
He leadeth me in the paths of righteousness for his name's sake.
Yea, though I walk through the valley of the shadow of death, I will fear no evil:
For thou art with me; thy rod and thy staff they comfort me.
Thou preparest a table before me in the presence of mine enemies:
Thou anointest my head with oil; my cup runneth over.
Surely goodness and mercy shall follow me all the days of my life;
And I will dwell in the house of the LORD forever.

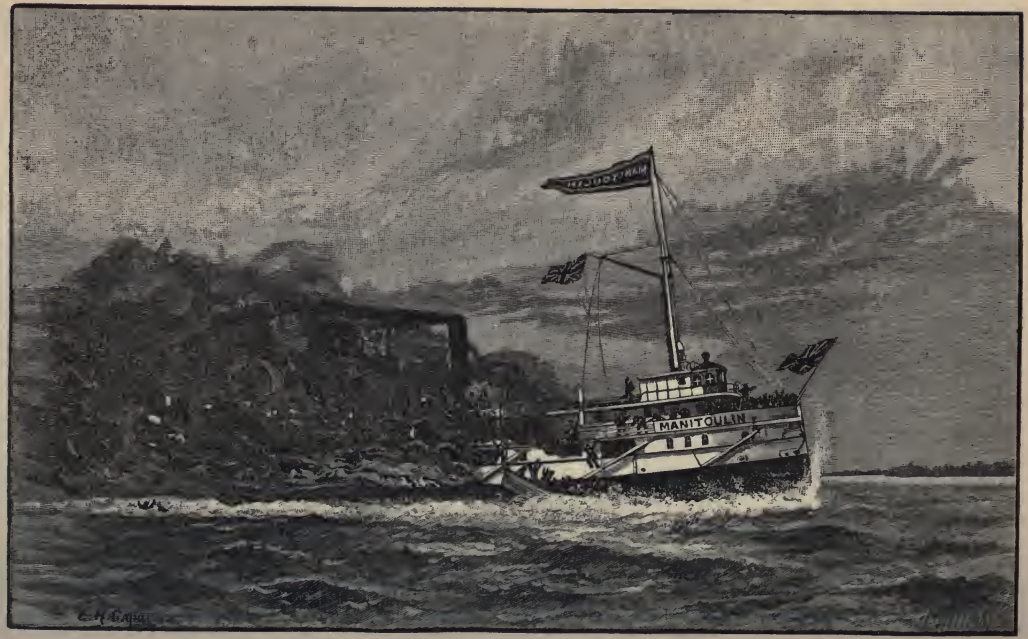
Psalm XXIII.

TRUE HEROISM.

Appara'tus, furniture; the life-saving apparatus on board a vessel includes life-boats and life-preservers.
Beach, to drive on the shore.
Cin'ders, pieces of burning wood.
Coast'ing, used for sailing along a coast.
Fen'der, a piece of timber used for protecting the side of a ship.
Gun'wale (pronounced *gun'nel*), the upper edge of a ship's side.
Hur'ricane-deck, the upper deck above the deck proper.
Head of steam, force of steam power.
Le'ver, a strong bar made of iron.
Meed, reward.
Propel'ler, a horizontal screw, which, as it turns in the water, propels the boat to which it is attached; a vessel thus propelled is also called a "propeller."
Pan'ic, extreme and sudden fright.
Throt'tle-valve, a contrivance to regulate the amount of steam allowed to pass from the boiler into the engine.
Tac'kle, a rope and pulley used for raising and lowering heavy bodies.
Wind'ward, in the direction from which the wind blows.
Wheel'-house, the small house erected on a ship's deck to protect the wheel used in steering.

1. Seafaring life abounds with instances of great courage combined with perfect presence of mind in the face of the most dreadful peril. Such qualities challenge universal admiration whenever they are discerned, but by common consent the most cordial meed of praise seems to be reserved for those who furnish examples of true heroism at sea. When in moments of great danger men are found capable of thinking calmly, acting promptly, and keeping their control over others in the face of impending destruction, it is not surprising that their conduct and bearing should win them applause; such conduct is equally entitled to praise, whether displayed in the middle of the Atlantic Ocean or on a Canadian lake.

2. Of all the dangers to which a ship at sea is liable, that from the ravages of fire is the most awful. In the case of a wooden vessel the progress


MANITOULIN

of the flames is fearfully rapid, and when the rescue by means of boats becomes impossible on account of the distance from land, the situation is one of the most terrible that can be conceived.

On the 17th of May, 1882, the coasting propeller Manitoulin left Collingwood for Sault Ste. Marie and intermediate ports, with a large number of passengers aboard. She was a stanch vessel, almost new, and well supplied with ordinary life-saving apparatus. 3. Her captain was perfectly familiar with the waters she had to traverse, for he had been navigating there for a quarter of a century. She was manned by an excellent crew, and with fine weather the outlook for a safe and pleasant voyage was of the brightest.

About noon the following day, as the vessel was approaching Manitowaning, she took fire from the explosion of a coal-oil lamp in the after engine-room. 4. Chief Engineer Lockerbie, who had just been relieved from duty, endeavored to extinguish the flames, and when he failed in this, perceiving that the captain intended to beach the vessel, he felt his way at the risk of his life to the lever of the engine and pulled open the throttle-valve so as to give her as great a head of steam as possible. So rapid was the progress of the fire that by this time his only mode of escape from immediate destruction was to crawl forward along the gunwale, and make his way by means of a fender to the hurricane-deck.

5. Captain Campbell, with unusual presence of mind, did precisely what was for the best under

such trying circumstances. He ordered the boats to be partially lowered, so that they might be in readiness if he should fail to reach the shore in time to save the lives of his passengers and crew. But as usual where there is a panic, his intentions were partially frustrated by the eagerness of the crowd. So many persons leaped into the first boat before she reached the water that the forward tackle gave way, the boat was overturned, the occupants were precipitated into the water, and many of them were drowned. But for this accident, few, if any, would have lost their lives.

6. The captain at the first alarm headed his vessel for the windward shore, and, availing himself of his minute knowledge of the locality, he avoided a dangerous shoal with the least possible loss of time. The distance to be traversed was about two miles, and as the Manitoulin under her extra head of steam was making about fifteen miles an hour, the time between the first alarm and the beaching of the vessel was extremely short. 7. It was long enough, however, to place all on board in extreme peril, for before the shore was reached the wheel-house was on fire, and what remained of the passengers and crew were huddled together at the bow. Nothing but the cool precision of the captain, the daring of the chief engineer, and the endurance of the wheelsman, Playter, who stuck to his post with hot cinders falling around him, could have prevented a much greater loss of life. The spot selected for beaching

the vessel was admirably adapted for the purpose; for when she came to a stand, her bow was lying on a bed of mud in one foot of water, while her stern was afloat in sixteen feet. So narrow was the margin of time for escape from the burning vessel that some of those on board were severely scorched in the act of getting ashore.

NOTE.

The route from Collingwood to Sault Ste. Marie lies entirely within the Georgian Bay and St. Mary's River. It is extremely tortuous, and the ports of call are numerous and close together. The accident described in the text took place during the short run from Killarney, on the north shore, to Manitowaning, near the head of the bay of the same name, in the Grand Manitoulin Island. On the opposite side of the bay, and not far from where the vessel was beached, is the Indian village of Wik-wem-i-kong.

QUESTIONS. — 1. Where did the burning of the Manitoulin take place? 2. At what time of day? 3. What was the cause of the fire? 4. In what part of the vessel did it commence? 5. Was any effort made to stop it? if so, by whom? 6. What steps did the captain take to save the lives of those on board? 7. What is meant by the windward shore? 8. Why was the vessel headed for it? 9. What was the cause of her high rate of speed? 10. How did the passengers behave?

EXERCISES. — 1. Express the following in other terms, rewriting the whole of the sentences in which they occur: (1) Seafaring life. (2) Presence of mind. (3) Challenge universal admiration. (4) The coasting propeller. (5) She was manned by an excellent crew. (6) The captain intended to beach the vessel. (7) He felt his way. (8) A head of steam. (9) Make his way by means of a fender. (10) Such trying circumstances. (11) Headed his vessel for the windward shore. (12) Huddled together at the bow. (13) The margin of time.

2. Give the Latin roots of the following words, and form others from the same roots by means of prefixes or suffixes: *instances, universal, cordial, reserved, impending, conceived, propeller, intermediate, apparatus, traverse, navigating, century.*

YUSSOUF.

Entertained', gave him meat and drink.
Self-con'quest, overcoming one's lower self.
Yearn, long.
Yus'souf, the Eastern form of the name *Joseph*.

1. A stranger came one night to Yussouf's tent,
Saying, "Behold one outcast and in dread,
Against whose life the bow of power is bent,
Who flies, and hath not where to lay his head;
I come to thee for shelter and for food,
To Yussouf, called through all our tribes 'The Good.'"

2. "This tent is mine," said Yussouf, "but no more
Than it is God's; come in, and be at peace;
Freely shalt thou partake of all my store,
As I of His who buildeth over these
Our tents his glorious roof of night and day,
And at whose door none ever yet heard Nay."

3. So Yussouf entertained his guest that night,
And, waking him ere day, said, "Here is gold;
My swiftest horse is saddled for thy flight;
Depart before the prying day grow bold."
As one lamp lights another, nor grows less,
So nobleness enkindleth nobleness.

4. That inward light the stranger's face made grand
Which shines from all self-conquest. Kneeling low,
He bowed his forehead upon Yussouf's hand,
Sobbing, "O Sheik, I cannot leave thee so;
I will repay thee; all this thou hast done
Unto that Ibrahim who slew thy son!"

5. "Take thrice the gold," said Yussouf; "for with thee
Into the desert, never to return,
My one black thought shall ride away from me.
First-born, for whom by day and night I yearn,
Balanced and just are all of God's decrees;
Thou art avenged, my first-born, sleep in peace!"

James Russell Lowell.

NOTES.

Bow of power. Among the ancients the bow was the most important weapon; hence it is often taken as a symbol of strength.

Take thrice the gold. Yussouf had been feeling bitterly towards the murderer of his son; the bitterness vanished when the murderer was bowing in sorrow before him. He gives thrice the gold as a thank-offering to God for having enabled him to overcome his "one black thought."

Avenged. It was an old belief that the souls of the murdered would never be at peace till the murder was avenged.

QUESTIONS. — 1. What reason does Yussouf give for showing hospitality to the stranger? 2. What made him give gold and his horse to the outlaw? 3. Show if Ibrahim was a base char-

acter. 4. Illustrate what is meant by "nobleness enkindleth nobleness." Cf. the sayings, "Love begets love," "Examples are catching." 5. Explain carefully stanza 4, line 1.

EXERCISES. — 1. Quote passages from the Bible referring to the duty of hospitality, and forgiveness of those who have injured us.

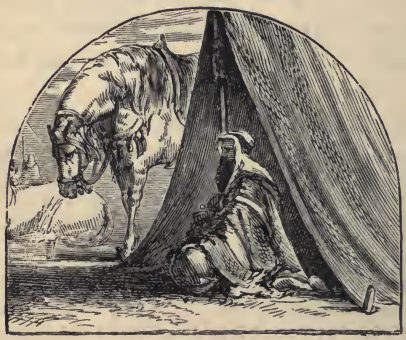
2. Show carefully how Yussouf deserved the title of "The Good."

3. Write in your own words the story of Yussouf and Ibrahim.

4. Analyze and parse stanza 1 to "head." See Mason's Gram., 404.

5. Give the principal parts of the following verbs: *slay, lose, am, know, tell, go, sit, come, bear, do, give, see, eat, break, lead.*

6. Make nouns of the following verbs and adjectives: *slay, see, pursue, flee, acquaint, confide, protect, do, retire, follow, suffer, give.*



BURNING THE FALLOW.

Abat'ing, lessening.
Abyss', a huge, deep pit or gulf. (Greek, *abyssos*, bottomless.)
A'gue, a disease in which chills alternate with fever,—hence often called "chill-fever."
Brush, limbs of trees.
Can'opy, a covering overhead.
Fal'low, a piece of woodland with the trees all cut down. Cf. "fallow" in "Manitoba."
Igni'ting, kindling.
List'lessly, without animation.
Lit'tered, strewn confusedly with.
Lu'rid, of a dull, threatening color.
Res'inous, gummy; here, produced from gum or resin.

1. The confusion of an uncleared fallow spread around us on every side. Huge trunks of trees and piles of brush gave a littered and uncomfortable appearance to the locality, and, as the weather had been very dry for some weeks, I heard my husband daily talking with his choppers as to the expediency of firing the fallow. They still urged him to wait a little longer, until he could get a good breeze to carry the fire well through the brush.

2. Business called him suddenly to Toronto, but he left a strict charge with old Thomas and his sons, who were engaged in the job, by no means to attempt to burn it off until he returned, as he wished to be upon the premises himself in case of any danger. He had previously burnt all the heaps immediately about the doors.

3. While he was absent, old Thomas and his second son fell sick with the ague, and went home to their own township, leaving John, a surly, obstinate young man, in charge of the shanty, where they slept and kept their tools and provisions. . . .

4. The day was sultry, and towards noon a

strong wind sprang up that roared in the pine tops like the dashing of distant billows, but without in the least degree abating the heat. The children were lying listlessly upon the floor, and the girl and I were finishing sun-bonnets, when Mary suddenly exclaimed, "Bless us, mistress, what a smoke!" I ran at once to the door, but was not able to distinguish ten yards before me. The swamp immediately before us was on fire, and the heavy wind was driving a dense, black cloud of smoke directly towards us. . . .

5. I had not felt the least alarm up to this minute; I had never seen a fallow burnt, but I had heard of it as a thing of such common occurrence that I had never connected with it any idea of danger. Judge, then, my surprise, my horror, when, on going to the back door, I saw that John, to make sure of his work, had fired the field in fifty different places. Behind, before, on every side, we were surrounded by a wall of fire, burning furiously within a hundred yards of us, and cutting off all possibility of retreat; for, could we have found an opening through the burning heaps, we could not have seen our way through the dense canopy of smoke; and, buried as we were in the heart of the forest, no one could discover our situation till we were beyond the reach of help. . . .

6. A strange calm succeeded my first alarm; tears and lamentations were useless; a horrible death was impending over us, and yet I could not believe we were to die. I sat down upon the step of the door, and watched the awful scene in

silence. The fire was raging in the cedar swamp, immediately below the ridge on which the house stood, and it presented a spectacle truly appalling. From out the dense folds of a canopy of black smoke, the blackest I ever saw, leaped up continually red forks of lurid flame as high as the tree-tops, igniting the branches of a group of tall pines, that had been left standing for saw-logs.

7. A deep gloom blotted out the heavens from our sight. The air was filled with fiery particles, which floated even to the doorstep, while the crackling and roaring of the flames might have been heard at a great distance. Could we have reached the lake shore, where several canoes were moored at the landing, by launching out into the water we should have been in perfect safety; but to attain this object it was necessary to pass through this abyss of flame; and not a bird could have flown over it with unscorched wings.

8. There was no hope in that quarter, for, could we have escaped the flames, we should have been blinded and choked by the thick, black, resinous smoke. The fierce wind drove the fire at the sides and back of the house up the clearing; and our passage to the road, or to the forest, on the right and left, was entirely obstructed by a sea of flames. Our only ark of safety was the house, so long as it remained untouched by the consuming element. . . .

9. The wind rose to a hurricane, scattering the flames on all sides into a tempest of burning billows. I buried my head in my apron, for I thought

that our time was come, and that all was lost, when a most terrific crash of thunder burst over our heads, and, like the breaking of a water-spout, down came the rushing torrent of rain which had been pent up for so many weeks.

10. In a few minutes the chip-yard was all afloat, and the fire effectually checked. The storm which, unnoticed by us, had been gathering all day, and which was the only one of any note we had that summer, continued to rage all night, and before morning had quite subdued the cruel enemy whose approach we had viewed with such dread.

Mrs. Moodie.

NOTE.

The above graphic sketch is from a volume entitled "Roughing it in the Bush," by Mrs. Moodie, who wrote it for the purpose of warning inexperienced emigrants from the old country against settling down at once on a bush farm. Her advice to them to begin their Canadian life on a farm already brought under cultivation, whether leased or purchased, is as sound as it was when written, and it will always remain so.

EXERCISES. — 1. Write in your own words from memory an account of the occurrences described in the lesson.

2. Explain the following: (1) Who were engaged in the job. (2) Through the dense canopy of smoke. (3) Several canoes were moored at the landing. (4) Our only ark of safety was the house. (5) The wind rose to a hurricane. (6) In a few moments the chip-yard was all afloat.

3. Parse the italicized words in: (1) By no means *to attempt to burn* it off. See Mason's Gram., 395. (2) But I had heard of it as a *thing* of such common occurrence. See Mason's Gram., 589, etc. (3) That had been left standing *for saw-logs.* (4) Thomas and his son *fell sick* with the ague. See Mason's Gram., 393, etc.

4. Give the principal parts of the verbs to which the following forms belong: *spread, gave, been, firing, get, carry, left, burnt, fell, ran, bless, driving, felt, going, buried, found, sat, saw.*

DEDICATORY POEM.

TO THE PRINCESS ALICE.

Dead Princess, living power, if that, which lived
True life, live on, — and if the fatal kiss,
Born of true life and love, divorce thee not
From earthly love and life, — if what we call
The spirit flash not all at once from out
This shadow into substance, — then perhaps
The mellowed murmur of the people's praise
From thine own state, and all our breadth of realm,
Where love and longing dress thy deeds in light,
Ascends to thee; and this March morn, that sees
Thy soldier-brother's bridal orange bloom
Break through the yews and cypress of thy grave,
And thine Imperial mother smile again,
May send one ray to thee! and who can tell —
Thou, England's England-loving daughter—thou,
Dying so English thou wouldst have her flag
Borne on thy coffin — where is he can swear
But that some broken gleam from our poor earth
May touch thee, while, remembering thee, I lay
At thy pale feet this ballad of the deeds
Of England, and her banner in the East?

Tennyson.

NOTES.

Princess Alice, Grand-Duchess of Hesse, was Queen Victoria's second daughter. By kissing her dying child, she caught the disease which resulted in her death.

Prince Arthur is her "soldier-brother."

The reference in "her banner in the East" will be understood, when it is remembered that this poem is an introduction to the "Siege of Lucknow."

TEMPERANCE.

Al'cohol, the spirituous element in intoxicating liquor.
Appall'ing, very terrible.
Catas'trophes, sudden disasters.
Disas'ter, terrible misfortune.
Euryd'ice (*u-rid'-i-se*).
Exhilara'tion, state of very high glee or cheerfulness.
Explo'sions, sudden blazing up of gases collected in the mine.
Foun'dering, sinking.
Maintained', kept up.
Pal'pable, very plain.
Ridic'ulous, laughable.
Sustain', support.

N. B. — In the following lesson England is referred to, not Canada.

1. There were in the year 1878 a number of terrible accidents, in which many happy living human beings perished, without even the chance of making a struggle for their lives. There were accidents by land and by water. Among the accidents by land were sudden and unexpected explosions in coal-pits, in which hundreds of workmen lost their lives, and left behind them widows and children, who found it very difficult to get food and clothing to warm and to sustain them.
2. Two accidents by water, more especially, filled with pity and horror the minds of all the dwellers in the three kingdoms. The first was the foundering of one of H. M. ships, the Eurydice, which, within half an hour of home, went down in a sudden squall off the Isle of Wight. The second was the sinking of the Princess Alice, a pleasure steamer which, sailing up the Thames one summer evening, with about eight hundred souls on board, was cut in two by an iron steamer, and more than six hundred men, women, and children were drowned.
3. These accidents were very terrible, struck a

feeling of horror into the minds of all who heard of them, and made every one pause and think. But there exists among us a source of disaster, a cause of death and misery, which does not produce appalling accidents and visible catastrophes such as those above mentioned, but which goes on as regularly as the clock, numbering its victims day by day, and hour by hour. The misery is seen and known; the causes of this misery are not so open and palpable. 4. This source of misery and death is the habit, slowly acquired by many persons, of drinking too much beer, or wine, or spirits. The judges of the country say that nine out of every ten crimes are committed by persons who have intoxicated themselves with spirits,—such as gin, whiskey, or brandy; the workhouses are full of people who have lost, first their money, and secondly their power of working for more, by giving way to these habits. 5. The habit of intoxication injures both the body and the mind. The habit is formed with the greatest ease; and the temptations to indulge in hurtful drinks are of the pleasantest and most attractive kind. The effect upon the body of drinking wine or spirits is to produce great exhilaration, and to make the person who has taken it believe he can do a great deal of work; but in a short time a strong feeling of weariness sets in, and much less work is done than would have been done by a sober man, while the spirits sink, and the man becomes dull, careworn, and stupid. 6. The effect upon the mind is to make the drink-

ing person feel very happy for a short time. But very soon he becomes quarrelsome or silly; he is not able to use his mind, and to see the truth in a clear light; he cannot employ his mental powers; he becomes unable to compare things, or to reflect; and, in one word, he is ruining himself.

7. The strongest and most warlike nation among the Greeks — they were called the Spartans — were perfectly sober persons, and had a great contempt for drunkenness. To show how contemptible and ridiculous this vice was, they were in the habit of making one of their slaves tipsy, and then exhibiting him to their children as a "shocking example."

8. They saw him staggering about, being unable to walk; he could not speak, but worked his mouth about in an absurd and pitiable fashion; he had lost his memory; he could not think; he did not know the way from one place to another; he was at the mercy of a little child. Men of great genius have often lost their powers and died early; or have destroyed either their own happiness or the happiness of others, by giving way to the temptations of wine, or of what are called ardent (which means *burning*) spirits.

9. The best physicians in the present time can say nothing more in defence of using alcoholic drinks than this: that a small quantity of beer or wine does not harm the human body, if it is taken along with food, and after a certain age. But no physician thinks it in any way useful to those who are still growing. When it is useful, it is useful to those who are growing old, or who are weak from illness.

Dr. Greenfield thinks that, in some cases, a little alcohol may be useful after the age of forty. As regards spirits, which contain a large quantity of alcohol, the best physicians think that even the moderate use of them is unnecessary, and even hurtful; while the immoderate use of them is quite certain to bring on disease and death. 10. Poverty to individuals; waste of money to the nation; misfortune and punishment to individuals; prisons, police, and workhouse to be maintained by the nation, that is, by the people who remain sober: these are the things that drunkenness produces everywhere, as surely as seed sown in the ground produces a plant. If the father of a family spends too much money in beer or spirits, he does harm not only to his own pocket and his own health, but also to his wife and children. He cannot provide them with comforts; he cannot give them a good education; and he sets them a wretched example.

11. Last of all, the people of Great Britain spend upon unhealthy liquors money that cannot be spared, and that might do them good in many other ways. There are more than one hundred millions of pounds spent every year on beer and wines and spirits; and most of this money would have done as much good, and a great deal less harm, if it had been thrown into the sea. The inhabitants of the three kingdoms spend twice as much money on ardent liquors as they do upon bread; but, while every one is the better for bread, no one — if he is in good health — is the better for the spirits he drinks. 12. While the

nation as a nation is poorer, the individual who has formed the bad habit of drinking directly assists in its impoverishment, and brings misery to himself. He loses his health; he loses his power of working; he loses his temper; he loses his self-respect; he loses his place in society; often he loses his life, or ends it in a lunatic asylum. Good health, cheerful spirits, a calm mind, and a hopeful heart go with TEMPERANCE; or, as the old rhyme has it:—

Joy and Temperance and Repose
Slam the door on the doctor's nose.

THE SEA-GULL.

Bil'lowy, full of high waves.
Gust'y, that comes in gusts, or sudden sharp blasts.
Note, notice.
Repose', rest or quiet.

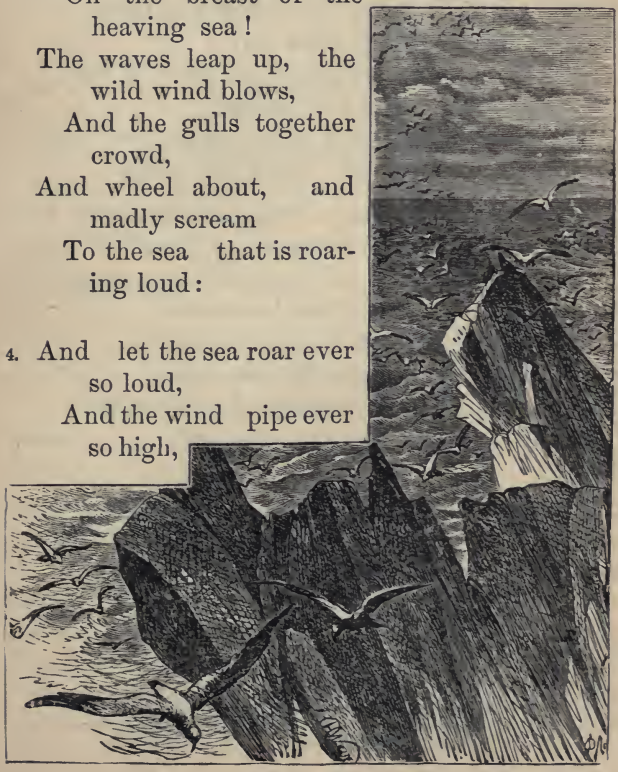
1. The white sea-gull, the wild sea-gull,
A joyful bird is he,
As he lies like a cradled thing at rest
In the arms of a sunny sea!
The little waves rock to and fro,
And the white gull lies asleep,
As the fisher's bark, with breeze and tide,
Goes merrily over the deep.

2. The ship, with her fair sails set, goes by,
And her people stand to note
How the sea-gull sits on the rocking waves,
As still as an anchored boat.

The sea is fresh, and the sea is fair,
And the sky calm overhead,
And the sea-gull lies on the deep, deep sea,
Like a king in his royal bed!

3. The white sea-gull, the bold sea-gull,
A joyful bird is he;
He sits, like a king, in calm repose,
On the breast of the heaving sea!
The waves leap up, the wild wind blows,
And the gulls together crowd,
And wheel about, and madly scream
To the sea that is roaring loud:

4. And let the sea roar ever so loud,
And the wind pipe ever so high,



With a wilder joy the bold sea-gull
Sends forth a wilder cry;
For the sea-gull he is a daring bird,
And he loves with the storm to sail;
To ride in the strength of the billowy sea,
And to breast the driving gale!

5. The little boat she is tossed about
Like a sea-weed, to and fro;
The tall ship reels like a drunken man,
As the gusty tempests blow;
But the sea-gull laughs at the pride of man,
And sails, in a wild delight,
On the torn-up breast of the night-black sea,
Like a foam-cloud, calm and white.

6. The waves may rage, and the winds may roar,
But he fears not wreck, nor need;
For he rides the sea, in its stormy strength,
As a strong man rides his steed.
The white sea-gull, the bold sea-gull,
He makes on the shore his nest,
And he tries what the inland fields may be;
But he loveth the sea the best! *Hour.*

DEATH OF WELLINGTON.

Ambas'sador, a person sent by government on public business.
Cha'os, disorder.
Conflagra'tion, fire; here, warfare.
Discom'fited, defeated.
Ebulli'tions, boilings, fretful displays of feeling, generally of temper.
E'gotism (or *Eg'otism*), too high an opinion of one's self.
Intrep'id, fearless.
Lev'ies, fresh troops.
Mor'bid, sickly.
Sub'jugate, conquer.
Saga'cious, wise.
Vicis'situdes, changes; here, from good to bad.

1. The House of Commons is called upon to-night to fulfil a sorrowful, but a noble duty. It has to recognize, in the face of the country and of the civilized world, the loss of the most illustrious of our citizens, and to offer to the ashes of the great departed the solemn anguish of a bereaved nation. The princely personage who has left us was born in an age more fertile of great events than any period of recorded time. Of those vast incidents the most conspicuous were his own deeds, and these were performed with the smallest means, and in defiance of the greatest obstacles. 2. He was, therefore, not only a great man, but the greatest man of a great age. Amid the chaos and conflagration which attended the end of the last century there rose one of those beings who seem born to master mankind. It is not too much to say that Napoleon combined the imperial ardor of Alexander with the strategy of Hannibal. The kings of the earth fell before his fiery and subtle genius, and at the head of all the powers of Europe he de-

nounced destruction to the only land which dared to be free. 3. The Providential superintendence of this world seems seldom more manifest than in the dispensation which ordained that the French Emperor and Wellesley should be born in the same year; that in the same year they should have embraced the same profession; and that, natives of distant islands, they should both have sought their military education in that illustrious land which each in his turn was destined to subjugate. 4. During the long struggle for our freedom, our glory, I may say our existence, Wellesley fought and won fifteen pitched battles, all of the highest class, concluding with one of those crowning victories which give a color and aspect to history. During this period that can be said of him which can be said of no other captain, — that he captured three thousand cannon from the enemy, and never lost a single gun. The greatness of his exploits was only equalled by the difficulties he overcame. 5. He had to encounter at the same time a feeble government, a factious opposition, and a distrustful people, scandalous allies, and the most powerful enemy in the world. He gained victories with starving troops and carried on sieges without tools; and, as if to complete the fatality which in this sense always awaited him, when he had succeeded in creating an army worthy of Roman legions, and of himself, this invincible host was broken up on the eve of the greatest conjuncture of his life, and he entered the field of Waterloo with raw levies and discomfited allies.

6. But the star of Wellesley never paled. He has been called fortunate, for fortune is a divinity that ever favors those who are alike sagacious and intrepid, inventive and patient. It was his character that created his career. This alike achieved exploits and guarded him from vicissitudes. It was his sublime self-control that regulated his lofty fate.

7. Although the military career of the Duke of Wellington fills so large a space in history, it was only a comparatively small section of his prolonged and illustrious life. Only eight years elapsed from Vimiera to Waterloo, and from the date of his first commission to the last cannon-shot on the field of battle scarcely twenty years can be counted. After all his triumphs he was destined for another career; and if not in his prime, certainly in the perfection of manhood, he commenced a civil career scarcely less eminent than those military achievements which will live forever in history. 8. Thrice was he the ambassador of his sovereign to those great historic congresses that settled the affairs of Europe; twice was he Secretary of State; twice was he Commander-in-Chief; and once he was Prime Minister of England. His labors for his country lasted to the end, and he died the active chieftain of that famous army to which he has left the tradition of his glory.

9. The Duke of Wellington left to his countrymen a great legacy, — greater even than his glory. He left them the contemplation of his character. I will not say his conduct revived the sense of duty in England. I would not say that of our country.

But that his conduct inspired public life with a purer and more masculine tone I cannot doubt. His character rebukes restless vanity, and reprimands the irregular ebullitions of a morbid egotism. I doubt not that, among all orders of Englishmen, from those with the highest responsibilities of our society to those who perform the humblest duties, — I dare say there is not a man who in his toil and his perplexity has not sometimes thought of the Duke, and found in his example support and solace.

10. Though he lived so much in the hearts and minds of his countrymen, though he occupied such eminent posts and fulfilled such august duties, it was not till he died that we felt what a space he filled in the feelings and thoughts of the people of England. Never was the influence of real greatness more completely asserted than on his decease. 11. In an age whose boast of intellectual equality flatters all our self-complacencies, the world suddenly acknowledged that it had lost the greatest of men; in an age of utility, the most industrious and common-sense people in the world could find no vent for their woe and no representative for their sorrow but the solemnity of a pageant; and we — we who have met here for such different purposes, to investigate the sources of the wealth of nations, to enter into statistical research, and to encounter each other in fiscal controversy — we present to the world the most sublime and touching spectacle that human circumstances can well produce, — the spectacle of a Senate mourning a Hero!

Disraeli.

EXERCISES. — 1. Learn to spell:

Rec′-og-nize	Sie′-ges	Am-bas′-sa-dor
Con-spic′-u-ous	In-vin′-ci-ble	Eb-ul-li′-tions
Con-fla-gra′-tion	Sa-ga′-cious	Re-spon-si-bil′-i-ties
Su-per-in-tend′-ence	Vi-cis′-si-tudes	Pa′-geant
Scan′-da-lous	A-chieve′-ments	Sta-tis′-ti-cal
Con′-tro-ver-sy		

2. Commit to memory section 6.
3. Show in what way Wellington proved himself great.
4. Rewrite in your own words section 10.

CHARGE OF THE LIGHT BRIGADE.

1. Half a league, half a league,
Half a league onward,
All in the valley of death
Rode the six hundred.
'Forward the Light Brigade!
Charge for the guns!' he said.
Into the valley of death
Rode the six hundred.

2. 'Forward the Light Brigade!'
Was there a man dismayed?
Not though the soldier knew
Some one had blundered:
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die.
Into the valley of death
Rode the six hundred.

3. Cannon to right of them,
Cannon to left of them,

Cannon in front of them,
Volleyed and thundered;
Stormed at with shot and shell,
Boldly they rode and well,
Into the jaws of death,
Into the mouth of hell
Rode the six hundred.

4. Flashed all their sabres bare,
Flashed as they turned in air,
Sabring the gunners there,
Charging an army, while
All the world wondered:
Plunged in the battery-smoke,
Right through the line they broke;
Cossack and Russian
Reeled from the sabre-stroke
Shattered and sundered.
Then they rode back, but not —
Not the six hundred.

5. Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volleyed and thundered;
Stormed at with shot and shell,
While horse and hero fell,
They that had fought so well
Came through the jaws of death
Back from the mouth of hell,
All that was left of them,
Left of six hundred.

6. When can their glory fade?
O, the wild charge they made!
All the world wondered.
Honor the charge they made!
Honor the Light Brigade,
Noble six hundred!

Tennyson.

NOTES.

The Charge of the Light Brigade was an incident of the battle of Balaklava, which was fought on the 25th of October, 1854, during the Crimean War. Of the 600 horsemen who formed the brigade nearly two thirds were killed, wounded, or made prisoners. The charge was the result of a mistake made by an officer whose instructions were either wrongly given or misunderstood.

Verse 1. — *League, All.* See Mason's Gram., 372, 94, respectively.

Brigade is either the subject of a verb understood, or in the nom. of address.

Verse 5, line 10. — *All* here refers to quantity not number, hence *was left* is correct.

Remark that the frequent ellipses and the inverted order of words are meant to represent rapid, exciting motion.

DIRECTIONS FOR EMPHASIS.

VERSE 1. — Line 2: Emphasize *on* in onward. Line 5: *Forward* and *Light Brigade.* Line 6: *Charge* and *guns.*

VERSE 2. — Line 1: *Forward* and *Light Brigade.* Line 4: *blundered.* Line 5: *Theirs.* Line 7: *do* and *die.*

VERSE 3. — Lines 1, 2, and 3: *Cannon,* and *right, left, front.* Line 4: *Volleyed, thundered.* Line 6: *well.* Line 8: *hell.*

VERSE 4. — Line 1: *Flashed.* Line 4: *army.* Line 5: *wondered.* Line 7: *through.* Line 9: *Reeled.* Line 10: *Shattered, sundered.* Line 12: *Not.*

VERSE 5. — Line 3: *behind.* Line 4: *Volleyed, thundered.* Line 9: *Back, hell.* Line 11: *All.*

VERSE 6. — Line 1: *When, fade.* Line 2: *O.* Line 4: *Honor.* Line 5: *Light Brigade.* Line 6: The whole line.

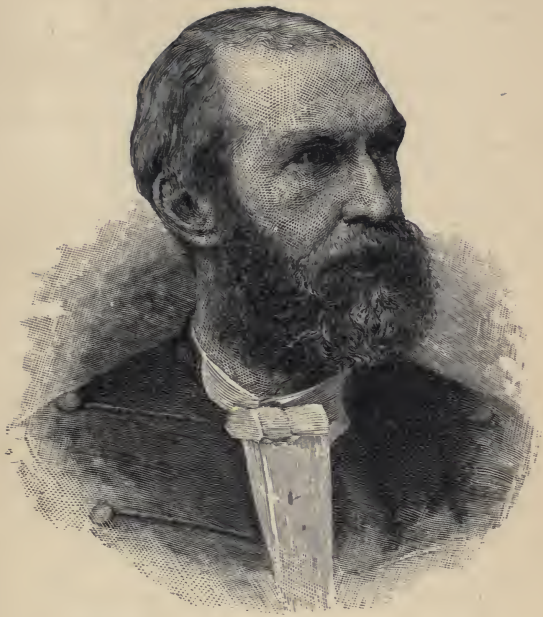
EXERCISES 1. — Explain: 1. Stormed at with shot and shell. 2. Into the jaws of death. 3. Sabring the gunners. 4. Charging an army. 5. Plunged in the battery smoke. 6. Right through the line they broke.

2. Parse all the words in the first four lines of the second stanza. Write in your own words the substance of the poem.

OUR DOMINION.

Consol'idate, to unite into one.
Depos'its, mud or sand which has been left on the bottom of a river where the water runs slowly.
Des'potism, a form of government in which all power is in the hands of one person.
Dete'riorate, to grow worse.
Disso'ciated, separated.
Doctrinaire', one whose views on government can with difficulty be carried into practice.
Domin'ion, the title applied to Canada as a country.
Elas'tic, capable of taking the original form after being bent.
Finan'cial, relating to money.
Gla'cier, a field or river of ice that is formed from snow compressed as it slides slowly down the mountains into the valleys.
Gorge, a narrow pass among hills.
Imper'illed, put in danger.
Locomo'tion, moving from place to place.
Loy'alty, faithfulness towards a sovereign or country.
Panora'ma, a picture representing a number of scenes unrolled and made to pass before the spectator.
Patriot'ic, actuated by love of one's country.
Prai'rie, a plain covered with grass, and without trees.
Repub'lic, a form of government in which the supreme power is in the hands of men elected by the people.
Sub'tle, delicate, not easily defined.
Trai'tor, one who betrays.
Transmute', to change.
Ul'timate, last.

1. To *construct* is "the duty that lies nearest us." "We therefore will rise up and build." Our young Dominion, in grappling with so great a work, has resolutely considered it from a national, and not a strictly financial point of view; knowing that, whether it pays directly or not, it is sure to pay indirectly. Other young countries have had to spend, through long years, their strength and substance to purchase freedom or the right to exist. Our lot is a happier one. 2. Protected "against infection and the hand of war" by the might of Britain, we have but to go forward, to open up for our children and the world what God has given into our possession, bind it together, consolidate it, and lay the foundations of an enduring future.



George W. Grant

Looking back over the vast breadth of the Dominion, when our journeyings were ended, it rolled out before us like a panorama, varied and magnificent enough to stir the dullest spirit into patriotic emotion. 3. For nearly 1,000 miles by railway between different points east of Lake Huron; 2,185 miles by horses, including coaches, wagons, pack and saddle horses; 1,687 miles in steamers in the basin of the St. Lawrence and on Pacific waters, and 485 miles in canoes or row-boats; we had travelled in all 5,300 miles between Halifax and Victoria, over a country with features and resources more varied than even our modes of locomotion.

4. From the sea-pastures and coal-fields of Nova Scotia to the forests of New Brunswick, almost from historic Louisburg up the St. Lawrence to historic Quebec; through the great province of Ontario, and on lakes that are seas; by copper and silver mines so rich as to recall stories of the Arabian Nights, though only the rim of the land has been explored; on the chain of lakes, where the Ojibbeway is at home in his canoe, to the plains, where the Cree is equally at home on his horse; through the prairie Province of Manitoba, and rolling meadows and park-like country, out of which a dozen Manitobas shall be carved in the next quarter of a century; 5. along the banks of

> "A full red river, winding slow
> By herds upon an endless plain,"

full-fed from the exhaustless glaciers of the Rocky Mountains, and watering "the great lone land";

over illimitable coal measures and deep woods; on to the mountains, which open their gates more widely than to our wealthier neighbors, to lead us to the Pacific; down deep gorges filled with mighty timber, beside rivers whose ancient deposits are gold beds, sands like those of Pactolus, and channels choked with fish; 6. on to the many harbors of mainland and island, that look right across to the old Eastern Thulè, "with its rosy pearls and golden-roofed palaces," and open their arms to welcome the swarming millions of Cathay: over all this we had travelled, and it was all our own.

> ". . . Where's the coward that would not dare
> To fight for such a land?"

Thank God, we have a country. It is not our poverty of land or sea, of wood or mine, that shall ever urge us to be traitors. 7. But the destiny of a country depends not on its material resources. It depends on the character of its people. Here, too, is full ground for confidence. We, in everything, "are sprung of earth's first blood, have titles manifold." We come of a race that never counted the number of its foes, nor the number of its friends, when freedom, loyalty, or God was concerned.

Two courses are possible, though it is almost an insult to say there are two, for the one requires us to be false to our traditions and history, to our future, and to ourselves. 8. A third course has been hinted at; but only dreamers would seriously propose "independence" to four millions of people, face to face with forty millions. Some one may

have even a fourth to propose. The Abbé Siéyès had a cabinet filled with pigeon-holes, in each of which was a cut-and-dried constitution for France. Doctrinaires fancy that at any time they can say, "Go to, let us make a constitution," and that they can fit it on a nation as readily as new coats on their backs. There never was a profounder mistake. A nation grows, and its constitution must grow with it. 9. The nation cannot be pulled up by the roots, — cannot be dissociated from its past, without danger to its highest interests. Loyalty is essential to its fulfilment of a distinctive mission, — essential to its true glory. Only one course, therefore, is possible for us, consistent with the self-respect that alone gains the respect of others, — to seek, in the consolidation of the empire, a common imperial citizenship, with common responsibilities and a common inheritance.

"Ocean to Ocean," by the Rev. Dr. Grant.

NOTES.

Sea-pastures. The early French settlers, and afterwards the English, around the offshoots of the Bay of Fundy, enclosed with dikes large areas of salt marsh, thus converting them into arable land of great fertility.

"Arabian Nights Entertainments." A collection of well known Oriental tales.

Crees and **Ojibbeways**, names of Indian tribes.

"A dozen Manitobas." Since the above selection was written, the area of the Province of Manitoba has been greatly increased.

Pactolus, a river of Lydia in Asia Minor, famous in ancient times for the gold found in the sand of its bed.

Thulè. With the old Roman writers, an island in the remote north, farthest from Rome. Here the name is applied to China (Cathay is its mediæval name).

Abbé Siéyès, a prominent statesman of the period of the French Revolution.

In the summer of 1872 Dr. Grant accompanied Sandford Fleming, Chief Engineer, in an overland expedition to the Pacific coast.

EXERCISES.—1. Between what two cities was the journey from "Ocean to Ocean" made? What part of it was made by railway? What parts by steamer? What parts in canoes or row-boats? What parts with horses? What empire is referred to in connection with the process of consolidation?

2. Explain the following phrases: (1) Sea-pastures and coal-fields. (2) From a national and not a strictly financial point of view. (3) The rim of the land. (4) "The great lone land." (5) Its material resources. (6) Cabinet filled with pigeon-holes. (7) A nation grows, and its constitution must grow with it.

3. Parse the words in italics: (1) In each of which was a *cut-and-dried constitution*; (2) *Go to*, let us make a constitution. (3) *To seek*, in the consolidation of the empire.

MURDER RELENTING.

(From *King John*, Act IV. Scene I.)

SCENE—*Northampton. A Room in the Castle.*

Enter HUBERT *and* Two Attendants.

Hub. Heat me these irons hot; and look thou stand
Within the arras: when I strike my foot
Upon the bosom of the ground, rush forth
And bind the boy which you shall find with me
Fast to the chair: be heedful: hence and watch.

First Attend. I hope your warrant will bear out the deed.

Hub. Uncleanly scruples! Fear not you: look to 't.— [*Exeunt* Attendants.
Young lad, come forth: I have to say with you.

Enter ARTHUR.

Arth. Good morrow, Hubert.

Hub. Good morrow, little prince.

Arth. As little prince (having so great a title

To be more prince) as may be. — You are sad.
Hub. Indeed, I have been merrier.
Arth. Mercy on me!
Methinks, nobody should be sad but I:
Yet, I remember, when I was in France,
Young gentlemen would be as sad as night,
Only for wantonness. By my christendom,
So I were out of prison, and kept sheep,
I should be as merry as the day is long;
And so I would be here, but that I doubt
My uncle practises more harm to me:
He is afraid of me, and I of him:
Is it my fault that I was Geffrey's son?
No, indeed, is't not; and I would to Heaven
I were your son, so you would love me, Hubert.
Hub. (*aside*). If I talk to him, with his innocent prate
He will awake my mercy, which lies dead:
Therefore I will be sudden, and despatch.
Arth. Are you sick, Hubert? you look pale to-day:
In sooth, I would you were a little sick;
That I might sit all night and watch with you.
I warrant I love you more than you do me.
Hub. (*aside*). His words do take possession of my bosom. —
Read here, young Arthur. [*Showing a paper.*
(*Aside.*) How now, foolish rheum!
Turning dispiteous torture out of door!
I must be brief; lest resolution drop
Out at mine eyes in tender womanish tears.
Can you not read it? is it not fair writ?

Arth. Too fairly, Hubert, for so foul effect:
Must you with hot irons burn out both mine eyes?
Hub. Young boy, I must.
Arth. And will you?
Hub. And I will.
Arth. Have you the heart? When your head did but ache,
I knit my handkercher about your brows,
(The best I had, a princess wrought it me,)
And I did never ask it you again;
And with my hand at midnight held your head;
And, like the watchful minutes to the hour,
Still and anon cheered up the heavy time;
Saying, 'What lack you?' and, 'Where lies your grief?'
Or, 'What good love may I perform for you?'
Many a poor man's son would have lien still,
And ne'er have spoke a loving word to you;
But you at your sick service had a prince.
Nay, you may think my love was crafty love,
And call it cunning; do, an if you will:
If Heaven be pleased that you must use me ill,
Why, then you must. — Will you put out mine eyes?
These eyes that never did nor never shall
So much as frown on you?
Hub. I have sworn to do it;
And with hot irons must I burn them out.
Arth. Ah, none but in this iron age would do it!
The iron of itself, though heat red-hot,
Approaching near these eyes, would drink my tears
And quench his fiery indignation

Even in the matter of mine innocence;
Nay, after that, consume away in rust,
But for containing fire to harm mine eye.
Are you more stubborn-hard than hammered iron?
An if an angel should have come to me,
And told me Hubert should put out mine eyes,
I would not have believed him. No tongue but Hubert's.—

Hub. Come forth. [*Stamps.*

Re-enter Attendants, *with cords, irons, &c.*
Do as I bid you do.

Arth. O save me, Hubert, save me! my eyes are out
Even with the fierce looks of these bloody men.

Hub. Give me the iron, I say, and bind him here.

Arth. Alas! what need you be so boisterous-rough?
I will not struggle, I will stand stone-still.
For Heaven's sake, Hubert, let me not be bound!
Nay, hear me, Hubert! drive these men away,
And I will sit as quiet as a lamb;
I will not stir, nor wince, nor speak a word,
Nor look upon the iron angerly:
Thrust but these men away, and I'll forgive you,
Whatever torment you do put me to.

Hub. Go, stand within; let me alone with him.

First Attend. I am best pleased to be from such a deed. [*Exeunt* Attendants.

Arth. Alas! I then have chid away my friend;

He hath a stern look, but a gentle heart:
Let him come back, that his compassion may
Give life to yours.

Hub. Come, boy, prepare yourself.

Arth. Is there no remedy?

Hub. None, but to lose your eyes.

Arth. O Heaven! that there were but a mote in yours,
A grain, a dust, a gnat, a wandering hair,
Any annoyance in that precious sense!
Then, feeling what small things are boisterous there,
Your vile intent must needs seem horrible.

Hub. Is this your promise? go to, hold your tongue.

Arth. Hubert, the utterance of a brace of tongues
Must needs want pleading for a pair of eyes:
Let me not hold my tongue,—let me not, Hubert!
Or, Hubert, if you will, cut out my tongue,
So I may keep mine eyes. O, spare mine eyes,
Though to no use but still to look on you!
Lo, by my troth, the instrument is cold,
And would not harm me.

Hub. I can heat it, boy.

Arth. No, in good sooth; the fire is dead with grief,
Being create for comfort, to be used
In undeserved extremes: see else yourself;
There is no malice in this burning coal;
The breath of heaven hath blown his spirit out,
And strewed repentant ashes on his head.

Hub. But with my breath I can revive it, boy.
Arth. And if you do, you will but make it blush
And glow with shame of your proceedings, Hubert:
Nay, it perchance will sparkle in your eyes;
And, like a dog that is compelled to fight,
Snatch at his master that doth tarre him on.
All things that you should use to do me wrong
Deny their office: only you do lack
That mercy which fierce fire and iron extends,
Creatures of note for mercy-lacking uses.
Hub. Well, see to live; I will not touch thine eyes
For all the treasure that thine uncle owes:
Yet am I sworn, and I did purpose, boy,
With this same very iron to burn them out.
Arth. O, now you look like Hubert! all this while
You were disguised.
Hub. Peace! no more. Adieu.
Your uncle must not know but you are dead:
I 'll fill these dogged spies with false reports.
And, pretty child, sleep doubtless and secure
That Hubert, for the wealth of all the world,
Will not offend thee.
Arth. O Heaven! — I thank you, Hubert.
Hub. Silence! no more. Go closely in with me.
Much danger do I undergo for thee. [*Exeunt.*

NOTES.

Line 1. **Hubert.** Hubert has undertaken, at the instigation of King John, to murder Prince Arthur. — *Heat . . . Hot.* See Mason's Gram., 395. The expression is condensed for 'Heat (for) me these irons, so that they shall be hot, — exceedingly hot.'

2. **Arras,** tapestry, hangings woven with figures. From *Arras,* a town of France, in the department

Pas de Calais, long famous for tapestry.

4. **Which.** See Mason's Gram., 160.

9. **Arthur** was the son of Geoffrey, third son of Henry II. John being Henry's youngest son, Arthur would come before him, according to the rule of hereditary succession. Hence John thinks he should be more secure of the crown if Arthur were put out of the way. Arthur was born in 1187, and is supposed to have been murdered (by John's own hand) at Rouen in 1203.

10, 11. **Little prince . . . more prince.** A double play upon 'little.' Hubert uses 'little' as adj., applying to size. Arthur uses 'little' and 'more' as adverbs, the noun 'prince' being practically = 'princely,' and he refers to extent of power and dignity.

13. **But I.** The full construction is, 'But I *should be sad*.' See Mason's Gram., 284, 293, 532–538.

14. **When I was in France.** Shakespeare supposes him to be in England. But, if historical accuracy were observed, he should now be in the castle of Rouen in Normandy.

16. **Christendom,** belief as a Christian.

24. **So,** provided that, if: as in 17 and 102.

33. **Rheum,** a flow of humors; here, of tears. Gr. *rheuma*, from *rheo* (to flow).

34. **Dispiteous,** cruel. Here, perhaps, not without a reference to 'piteous,' as if 'pitiless.'

52. **At your sick service.** Much condensed for 'at your service, when you were sick.'

57. **Nor never:** common double negative, emphatic.

61. **Heat,** for 'heated.' The 'ed' is frequently dropped off, especially after a root ending in 't.' *Cf.* 'writ,' 35.

68. **An.** An old word meaning 'if,' here redundant.

71. **No tongue.** Supply the ellipsis.

76. **What** = why: as if elliptical for 'for what.'

99. **Want,** be wanting in; be unable to plead enough.

107. **Being create** is adjunct to 'the fire.' 'To be used' is = at being used; and the connection is, 'is dead with grief,' or grieving, to be (= at being) used so, seeing that it was created for comfort.

108. **Else** = if you think I am not right.

110. **His.** The coal is personified in lines 109–111. See Mason's Grammar, p. 140.

117. **Tarre,** excite, provoke.

119. **Only you** = you alone.

120. **Extends.** Why singular? Or is it plural?

121. **Creatures,** (created) objects. 'Of note for' = noted for.

123. **Owes,** has, possesses.

128. **But** = that . . . not: 'your uncle must not know *that* you are *not* dead.'

130. **Doubtless,** free from doubt or fear.

131. A noun clause has the same construction as a noun in a like position: 'Of' usually follows 'doubt' and 'secure,' with a noun; hence 'That . . . thee' is the objective of 'of' understood. But see Mason's Grammar, p. 405.

133. **Closely,** secretly and cautiously.

HIGHER EDUCATION FOR WOMEN.

Au'dible, that may be heard.
An'alyze, to separate a thing into its component parts.
Cli'ents, those who engage a lawyer.
Conventional'ities, customary forms.
Coun'terpart, a corresponding part.
Clois'ter, a place of religious retirement.
Drudg'ery, hard labor.
Eman'cipated, set free.
Hori'zon, line limiting the view.
Lap'idary, one who cuts gems.
Legit'imate, lawful, proper.
Neb'ulæ, cloud-like clusters of very faintly shining stars.
Prerog'ative, exclusive right.
Phenom'enon, an appearance; often used in the sense of something extraordinary.
Plan'et, a heavenly body which revolves round the sun.
Sor'did, mean.
Uto'pian, fanciful.

1. There is no country in the world where woman enjoys more leisure and independent freedom of action than in this Province, — emancipated as she is alike from sordid cares and the oppressive exactions of social conventionalities. If men toil with even undue ardor in the pursuit of wealth, they are well content that sisters, wives, and daughters enjoy its rewards. It is a new social organization in which, unconsciously, is being conferred on woman all that once pertained to the old world's privileged orders. 2. But let us not sacrifice thereby that womanhood which forms the fit counterpart to England's vigorous manhood. Let us not strive, as it sometimes seems to me is the result in the neighboring States, to clothe woman in all that is costly, surround her with all that is attractive and luxurious, and then, leaving her to her own resources, exclaim, "These be the lilies, glorious as Solomon's: they toil not, neither do they spin!" May we not rather look to woman for the true leisure class, for

whom the great world of thought lies invitingly open as her legitimate sphere?

3. I see in this, bright hopes for the future. A class of highly educated women in our midst would do more to elevate the tone of feeling, and to awaken nobler aspirations in the intellectual manhood of this young country, than anything else I can conceive of. I see no other means in any degree equally calculated to wean our young men of high promise from the enslavement of professional pursuits; the mere trading drudgery — whether it be of commerce or medicine, of the counting-house or the bar — which seems now to be their highest goal.

4. I have no thought, and equally little fear, of thrusting woman, by such means, out of her true sphere; of obtruding her into arenas which by their very requirements are the prerogative of the rougher sex; or of transforming her into the odious modern ideal of a "strong-minded woman." That is no product of higher education: widening as it does the intellectual horizon, refining and invigorating the mind, and, like the polish of the lapidary, bringing to light all the hidden beauty native to the gem.

5. It is not, therefore, unmeet, nor in any degree utopian, that we should conceive of a true woman's college rising in our midst, provided not less liberally than those already supplied for the other sex with professors, apparatus, libraries, and all else needful to enable women to turn to wise account that enviable leisure which they possess to an extent wholly beyond the reach of us, who,

whether mechanics, traders, doctors, lawyers, or professors, alike constitute the working classes of this young country.

6. And if so, then I can look forward with no ungenerous envy to the pleasures in store for the gentler sex: the delight of study for its own sake; the true enjoyment of grappling with some of those higher problems of science which demand patient labor and long research, but bring at length so abundant a reward. I have no fear that such resources will make women less learned in gracious household ways. Such elevated themes are in no degree incompatible with duties daily expected at their hands; nor with the tenderer obligations of care and loving sympathy which are so peculiarly their own. 7. Still less will such themes conflict in any degree with the highest of all duties; or with those earnest and devout thoughts which the study of God's visible universe, or the investigation of the more mysterious realm of mind, is calculated to awaken.

8. When, at length, the work of creation was perfected, and man came into being, a living soul, gifted with reason, — the one created being made in the image of God, — amid all the varied forms of life with which he was surrounded, there was no companionship meet for him. He needed one of like endowments, with whom he could exchange the first utterances which gave audible form to thought. 9. Thenceforth the study of the Creator's works blended with the worship of Himself; nor, when reflecting on the inconceivable

vastness of that universe, of which our sun and all its planets are but star-dust, and of the power with which the human intellect grapples with its immensities, — weighing the sun, analyzing the fixed stars, determining the very chemical elements of the nebulæ, and reducing to law and order the whole phenomena of the heavens, — can I doubt that all that science has mastered is but a page in that ample volume of God's works, on which the purified intellect shall, in a future life, dwell with ever growing delight, and ever ampler recognition of what God's infinitude is.

Explain the following: (1) Toil with undue ardor. (2) The old world's privileged orders. (3) The fit counterpart. (4) The great world of thought. (5) Her legitimate sphere. (6) To wean from the enslavement of professional pursuits. (7) The counting-house or the bar. (8) Their highest goal. (9) Obtruding her into arenas. (10) Widening the intellectual horizon. (11) Hidden beauty native to the gem.

Rewrite in your own words section 2, from "Let" to "spin," bringing out fully the author's meaning.

Parse the italicized words in: (1) *Emancipated* as she is. (2) That sisters, wives, and daughters *enjoy* its rewards. (3) *Is being conferred.* (4) *As it* sometimes seems to me *is* the *result.* (5) And then *leaving* her to her own resources, *exclaim.* (6) The mere trading *drudgery.* (7) But *bring* at length. (8) A living *soul.* (9) *When reflecting.* (10) *Weighing* the sun.

Give the Latin roots from which the following words are derived: *independent, emancipated, oppressive, content, conferred, pertained, attractive, legitimate, aspirations, educated.*

Form new words, by means of prefixes or suffixes, from the above roots.

CONTEMPLATION.

Sweet bird, the nightingale.

Mel'ancholy, reflective.

Chant'ress, singer. To *enchant* was to gain power over by song. From Lat. *canto,* I sing. Cognates: *Incantation, chant* (through Fr.), *enchant.*

High'est noon. As the sun is highest at noon, so the moon's highest point is called *noon.*

Plat, a doublet of *plot* and also of *flat* (place).

Swinging . . . roar. The movement in this line imitates the slow motion of the bell and its prolonged "roar." The alliteration helps to produce this effect.

Remov'ed, retired. From Lat. *removeo* (*remot-um*), I draw away.

Unsphere, draw out of its heavenly sphere.

Consent', a harmonious and preordained action. From Lat. *con,* together, and *sentio,* I feel.

El'ement, fire, air, earth, or water.

Pall, a cloak. From Lat. *pallium,* a cloak. Cognate: *Palliate.*

What of later age, alluding to the plays of Shakespeare and Jonson.

Bus'kin, a half-boot with high heels, worn by actors in tragedy. The *sock* (*soccus*) was a low shoe worn by comic actors.

Him, Chaucer, who wrote the *Canterbury Tales.*

Enchant'ments drear. This refers to the *Faerie Queene* of Spenser, — an allegory.

Civ'il-suited, dressed in a plain, sober manner.

Min'ute drops, as we say *minute guns,* indicating the large drops that fall at short intervals from the eaves after rain.

Monumen'tal, ancient, serving as a reminder of older times. From Lat. *moneo,* I warn. Cognates: *Admonish, admonition, monument.*

Profan'er = too profane.

Por'traiture, an allusion to the old pictures of angels holding scrolls displayed against the background of their extended wings.

Sweet bird, that shunn'st the noise of folly,
Most musical, most melancholy!
Thee, chantress, oft the woods among
I woo, to hear thy even-song;
And, missing thee, I walk unseen
On the dry, smooth-shaven green,
To behold the wandering moon
Riding near her highest noon,
Like one that had been led astray
Through the heaven's wide pathless way,
And oft, as if her head she bowed,

Stooping through a fleecy cloud.
Oft, on a plat of rising ground,
I hear the far-off curfew sound,
Over some wide-watered shore,
Swinging slow with sullen roar;
Or, if the air will not permit,
Some still, removed place will fit,
Where glowing embers through the room
Teach light to counterfeit a gloom,
Far from all resort of mirth,
Save the cricket on the hearth,
Or the bellman's drowsy charm
To bless the doors from nightly harm.
Or let my lamp, at midnight hour,
Be seen in some high lonely tower,
Where I may oft out-watch the Bear,
With thrice-great Hermes, or unsphere
The spirit of Plato, to unfold
What worlds or what vast regions hold
The immortal mind that hath forsook
Her mansion in this fleshly nook:
And of those demons that are found
In fire, air, flood, or underground,
Whose power hath a true consent
With planet or with element.
Sometime let gorgeous Tragedy
In sceptred pall come sweeping by,
Presenting Thebes, or Pelops' line,
Or the tale of Troy divine,
Or what (though rare) of later age
Ennobled hath the buskined stage.
But, O sad Virgin, that thy power

Might raise Musæus from his bower!
Or bid the soul of Orpheus sing
Such notes as, warbled to the string,
Drew iron tears down Pluto's cheek,
And made hell grant what love did seek;
Or call up him that left half told
The story of Cambuscan bold,
Of Camball, and of Algarsife,
And who had Canace to wife,
That owned the virtuous ring and glass,
And of the wondrous horse of brass
On which the Tartar king did ride:
And if aught else great bards beside
In sage and solemn tunes have sung,
Of tourneys, and of trophies hung,
Of forests and enchantments drear,
Where more is meant than meets the ear.
Thus, Night, oft see me in thy pale career,
Till civil-suited Morn appear,
Not tricked and frounced, as she was wont
With the Attic boy to hunt,
But kerchiefed in a comely cloud,
While rocking winds are piping loud,
Or ushered with a shower still,
When the gust hath blown his fill,
Ending on the rustling leaves,
With minute drops from off the eaves.
And, when the sun begins to fling
His flaring beams, me, Goddess, bring
To arched walks of twilight groves,
And shadows brown, that Sylvan loves,
Of pine, or monumental oak,

Where the rude axe with heaved stroke
Was never heard the nymphs to daunt,
Or fright them from their hallowed haunt.
There, in close covert, by some brook,
Where no profaner eye may look,
Hide me from day's garish eye,
While the bee with honeyed thigh,
That at her flowery work doth sing,
And the waters murmuring,
With such consort as they keep,
Entice the dewy-feathered Sleep.
And let some strange mysterious dream
Wave at his wings, in airy stream
Of lively portraiture displayed,
Softly on my eyelids laid;
And, as I wake, sweet music breathe
Above, about, or underneath,
Sent by some spirit to mortals good,
Or the unseen genius of the wood.

Milton (1608–1674).

NOTES.

Line 27. **The Bear**, the constellation of Ursa Major. As the Bear never sets, Milton could outwatch it only by sitting up all night.

28. **Thrice-great Hermes.** Hermes Trismegistus, 'learned in three things,' a fabled king of Egypt, said to have been contemporary with Moses. To him are attributed many books on theology, alchemy, and astrology, which were written by some unknwn person in the first century.

39. **Thebes**, the capital of Bœotia, in central Greece, the scene of Æschylus's play of the *Seven against Thebes*. —— **Pelops' line** of descendants. Pelops was a king of Pisa in Elis (he gave his name to Peloponnesus = the island of Pelops). Æschylus has written three tragedies about his family, — to which Agamemnon, Orestes, and Iphigenia belong.

40. **Tale of Troy.** This might be the *Iliad* (from Gr. *Ilion* = Troy); but Milton probably means here the parts of the Tale of Troy treated in their plays by the Greek dramatists, Sophocles and Euripides.

44. **Musæus**, a mythical bard of

Thrace, said to have been a son of Orpheus.

45. **Orpheus** (or-fuce), a Greek poet of Thrace (now eastern Turkey). When his wife Eurydice died, Orpheus went down to Hades, and by his music induced Pluto to send his wife back to earth. There was, however, the condition that he should not look back at Eurydice as she followed him. He broke this; and she was lost to him.

50. **Story of Cambuscan** (properly *Cambus Khan*), the Squire's Tale in Chaucer.

64. **Attic Boy**, Cephalus, a grandson of Cecrops, king of Attica, in Greece. He was beloved by *Eos*, the goddess of the Dawn.

94. **Genius.** Every spot in a wood or mountain was believed by the Greeks to be protected by a deity, who was called the *genius of the place* (*genius loci*).

CAUTIONS AND DIRECTIONS FOR READING.

Line 5: A slight pause after *And.* Line 7: Avoid the verse-accent upon *to.* Line 9: No accent upon *had.* Line 11 : Avoid the verse-accent upon *if.*

Line 13: Read *on-a-plat* as one word. Line 17: No accent upon *if.*

Line 25: No accent upon *let.* Line 29: Avoid the verse-accent upon *to.* Line 31: No accent upon *hath.* Line 33: A slight pause after *And.*

Line 46: A pause after *Such notes.* Line 56: A pause after *And.*

Line 63: No accent upon *she.* Line 69: Avoid the verse-accent upon *on.*

Line 71: Pause after *And:* no accent upon *when.*

Line 79: A slight pause after *There;* and after *covert.* Line 81: Avoid the verse-accent upon *from.* Line 93: No accent upon *by.*

EXERCISES. — 1. Parse the first four lines of verse 4.

2. Analyze the first six lines of the poem.

3. Paraphrase verse 2.

THE CREATION OF THE EARTH.

Affin'ity, attraction by which bodies are united.
A'queous, watery.
Abyss'es, great hollows.
Corro'sive, eating away.
Gravita'tion, act of tending to the centre.
Incandes'cence, burning, shining.
Inau'gurated, commenced.
Nu'cleus, the central part.
Neb'ulous, cloudy, hazy.
Prime'val, first.
Precip'itated, thrown down.
Strat'ified, formed in layers.
Ten'uous, thin.
Tur'bid, muddy.
Vol'atile, easily turned to gas.

1. Let our first picture, then, be that of a vaporous mass, representing our now solid planet spread out over a space nearly two thousand times greater in diameter than that which it now occupies, and whirling in its annual round about the still vaporous centre of our system, in which at an earlier period the earth had been but an exterior layer, or ring of vapor. The atoms that now constitute the most solid rocks are in this state as tenuous as air, kept apart by the expansive force of heat, which prevents not only their mechanical union, but also their chemical combination. 2. But within the mass, slowly and silently, the force of gravitation is compressing the particles in its giant hand, and gathering the denser towards the centre, while heat is given forth on all sides from the condensing mass into the voids of space without. Little by little the denser and less volatile matters collect in the centre as a fluid molten globe, the nucleus of the future planet; and in this nucleus the elements, obeying their chemical affinities hitherto latent, are arranging themselves in compounds which are to constitute the future rocks. 3. At the same time, in the

J. W. Dawson

exterior of the vaporous envelope, matters cooled by radiation into the space without are combining with each other, and are being precipitated in earthy rain or snow into the seething mass within, where they are either again vaporized and sent to the surface, or absorbed in the increasing nucleus.

4. As this process advances, a new brilliancy is given to the faint shining of the nebulous matter by the incandescence of these solid particles in the upper layers of its atmosphere, a condition which at this moment, on a greater scale, is that of the sun; in the case of the earth, so much smaller in volume, and farther from the centre of the system, it came on earlier, and has long since passed away. This was the glorious starlike condition of our globe: in a physical point of view, its most perfect and beautiful state, when, if there were astronomers with telescopes in the stars, they might have seen our now dull earth flash forth, — a brilliant white star secondary to the sun.

5. But in the process of time this passes away. All the more solid and less volatile substances are condensed and precipitated; and now the atmosphere, still vast in bulk, and dark and misty in texture, contains only the water, chlorine, carbonic acid, sulphuric acid, and other more volatile substances; and as these gather in dense clouds at the outer surface, and pour in fierce corrosive rains upon the heated nucleus, combining with its materials, or flashing again into vapor, darkness dense and gross settles upon the vaporous deep, and continues for long ages, until the atmosphere is finally

cleared of its acid vapors and its superfluous waters. 6. In the mean time, radiation, and the heat abstracted from the liquid nucleus by the showers of condensing material from the atmosphere, have so far cooled its surface that a crust of slag or cinder forms upon it. Broken again and again by the heavings of the ocean of fire, it at length sets permanently, and receives upon its bare and blistered surface the ever-increasing aqueous and acid rain thrown down from the atmosphere, at first sending it all hissing and steaming back, but at length allowing it to remain a universal boiling ocean. 7. Then began the reign of the waters, and the dominion of fire was confined to the abysses within the solid crust. Under the primeval ocean were formed the first stratified rocks from the substances precipitated from its waters, which must have been loaded with solid matter. We must not imagine this primeval ocean like our own blue sea, clear and transparent, but filled with earthy and saline matters, thick and turbid, until these were permitted to settle to the bottom and form the first sediments.

8. In the mean time all is not at rest in the interior of the new-formed earth. Under the crust vast oceans of molten rock may still remain, but a solid interior nucleus is being crystallized in the centre, and the whole interior globe is gradually shrinking. At length this process advances so far that the exterior crust, like a sheet of ice from below which the water has subsided, is left unsupported; and with terrible earthquake-throes it sinks downward, wrinkling up its huge folds, be-

tween which are vast sunken areas into which the waters subside, while from the intervening ridges the earth's pent-up fires belch forth ashes and molten rocks. 9. So arose the first dry land:

> "The mountains huge appear
> Emergent, and their broad, bare backs upheave
> Into the clouds, their tops ascend the sky;
> So high as heaved the tumid hills, so low
> Down sunk a hollow bottom, broad and deep,
> Capacious bed of waters."

The cloud was its garment, it was swathed in thick darkness, and presented but a rugged pile of rocky precipices; yet well might the "morning stars sing together, and all the sons of God shout with joy," when its foundations were settled and its corner-stone laid, for then were inaugurated the changes which were to lead to the introduction of life on the earth, and to all the future development of the continents. *Dr. Dawson.*

EXERCISES. — 1. Make a summary of the lesson, stating the changes through which the earth passed from the vaporous to the solid condition.

2. Write from your own summary a description of the processes of formation through which the earth passed.

3. Learn to spell:

Cha'-os	Me-chan-'i-cal	Af-fin'-i-ties	Pre-cip'-i-tat-ed
Prim'-i-tive	Nu'-cle-us	Bril'-lian-cies	Swathed
Va'-por-ous	Con-dens'-ing	Chlo'-rine	Pre'-ci-pi-ces
Sul-phu'-ric	Crys'-tal-lized	As-tron'-o-mers	In-au'-gu-rat-ed
Strat'-i-fied	Sed'-i-ment	Ex-te'-ri-or	At'-mos-phere

4. Give the derivation of: *conclusion, previous, concur, constitute, exterior, precipitated, affinity, atmosphere.*

AN APRIL DAY.

Gar'nered, stored up. *Garner* is a by-form of *granary;* from Latin *granum,* a grain.

Contin'uous, perpetually going on. From Lat. *con,* together, and *teneo,* I hold.

Decreas'es, becomes smaller. From Lat. *de,* down, and *cresco,* I grow.

Abrupt', sudden. From Lat. *ab,* from, and *rumpo* (*rupt-um*), I break.

1. All day the low-hung clouds have dropped
Their garnered fulness down;
All day that soft gray mist hath wrapped
Hill, valley, grove, and town.
There has not been a sound to-day
To break the calm of nature:
Nor motion, I might almost say,
Of life, or living creature;
Of waving bough, or warbling bird,
Or cattle faintly lowing;
I could have half-believed I heard
The leaves and blossoms growing.

2. I stood to hear — I love it well —
The rain's continuous sound;
Small drops, but thick and fast they fell,
Down straight into the ground.
For leafy thickness is not yet
Earth's naked breast to screen,
Though every dripping branch is set
With shoots of tender green.

3. Sure, since I looked at early morn,
Those honeysuckle buds
Have swelled to double growth; that thorn

Hath put forth larger studs;
That lilac's cleaving cones have burst,
The milk-white flowers revealing;
Even now, upon my senses first
Methinks their sweets are stealing.

4. Down, down they come, — those fruitful stores!
Those earth-rejoicing drops!
A momentary deluge pours,
Then thins, decreases, stops;
And, ere the dimples on the stream
Have circled out of sight,
Lo! from the west a parting gleam
Breaks forth of amber light.
But yet behold! abrupt and loud
Comes down the glittering rain:
The farewell of a passing cloud,
The fringes of her train.

Chaucer (1340–1400).

CAUTIONS AND DIRECTIONS FOR READING.

SECTION 1. — Line 1: Read *All day* with one accent each. Line 5: Avoid the verse-accent upon *has*. Line 11: Slur over *could* and hasten on to *half-believed*.

SECTION 2. — Line 3: *Small* is more emphatic than *drops*.

SECTION 3. — Line 1: Pause after *Sure*. Line 3: Slight emphasis on *that*. Line 7: Avoid the verse-accent on *upon*.

SECTION 4. — Line 5: Avoid the verse-accent upon *ere*. Line 7: No accent upon *from*. Line 8: Slight pause after *forth*. Line 11: Avoid the verse-accent upon *of*. This is done by making a slight pause after *farewell*. Line 12: The same remark applies to *of* and *fringes*.

EXERCISES. — Write a paraphrase of the first section.

2. Write a short paper on 'An April Day,' taking suggestions from the above.

3. Parse the first four lines of the poem.

4. Analyze section 3.

THE FUTURE OF CANADA.

Impe'rialism, desire for monarchical rule.
Vice-re'gal, pertaining to the representative of a monarch.
Beard'ed, fringed, covered.
Compet'itor, rival.
Presumed', taken for granted.
Obliv'ious, unaware.
Recipro'city (treaty), a treaty pertaining to interchange of products between two nations.
Ab'rogated, repealed.
Coales'cence, union.
Boss'es, raised parts.
Homoge'neousness, sameness of nature.

1. There came yesterday from Windsor Castle a message, sent by what Tennyson calls

"Thunderless lightnings smiting under the seas,"

to the fourth daughter of Victoria at Montreal: "Delighted at reception. Say so. The Queen." Although Canada occupies so large a place in the minds of Britons that the Marquis of Lorne publicly affirms that Montreal is the best-known city on this continent, I undertake to affirm that Americans in general have not heard of anything happening in Canada since 1867, when the union of the provinces was formed. We are as oblivious of what occurs on the other side of the St. Lawrence, as Englishmen in general are as to what happens on this side of the Atlantic. Nevertheless Canada at this moment is the fifth maritime power in the world.

2. The mouth of the St. Lawrence is shut fully five months of the year by ice. Commercial reasons, it was presumed by some, would lead Canada to seek annexation to the United States after the repeal of the reciprocity treaty. That agreement was negotiated by Lord Elgin in 1854, and abrogated in 1866. The city of Boston had a trade of more than twenty-

seven million dollars annually, affected by its provisions. The union of the British-American Provinces was an accomplished fact fifteen months after the repeal of the treaty. 3. Most urgent commercial forces hurried on this coalescence. Canada before the confederation was an inland province. Its chief winter gates to the ocean were New York, Boston, and Portland. Now it has a seaboard. The country of Evangeline's Acadie, which Longfellow annexed to American hearthstones, is startled by the thunder of railway passage.

"This *was* the forest primeval. The murmuring pines and the hemlocks,
Bearded with moss and in garments green, indistinct in the twilight,
Stood like Druids of old, with voices sad and prophetic."

4. At a public expense of twenty million dollars, the Intercolonial Railway has been undertaken, to secure free communication on Canadian soil to and from the inland cities, and Halifax and St. John on the Atlantic. Various other means of intercommunication have been improved, so that the shutting of the mouth of the St. Lawrence in the winter does not prevent the access of Canada to the ocean. That is never frozen. To-day Canada is a competitor with the United States in the ports of the West Indies and of South America; and, in case of certain articles, in those of Great Britain herself. 5. The repeal of the reciprocity treaty has drawn the British Provinces closer together. The interchange of traffic, which from 1820 to 1866 was largely in favor of the United States, underwent so great an alteration from 1866 to 1873 as to show a balance

against the United States, and in favor of Canada, of $51,875,000.

6. Lord Derby said, a few years ago, that everybody knew that Canada must soon become an independent nation. He has changed his mind since, and is now a representative of the rising tide of imperialism; but at this hour not a shilling of British money comes to Canada, although a vice-regal government is accepted there with acclamations.

7. The United States rejoice to see the crescent power of the principles of self-government in Canada. They desire for the Dominion a long discipline in self-rule, such as our colonies had here before we separated wholly from the mother country. If ever the day comes when Canada thinks that she can do better than to remain substantially an independent power, receiving nothing from Great Britain but a vice-regal governor, and protection in case she is attacked, Americans will undoubtedly welcome her to the Union, but only on her own free choice. 8. Let Canada occupy her spacious western provinces; let her open to the sunlight the black furrows of the Saskatchewan valley; let her carry the farming and forest populations far up the mild shores of that river; let her found in Manitoba manufactures as well as agriculture; let her fill her forests with the sound of axes, and send her huntsmen along her streams toward the north star, until the gleam of the bay to which Hudson gave his name comes in sight, and the last of the stunted poplars and birches are in view; let her pierce the colossal spikes and bosses of the Rocky Mountains with another Pacific

Railway; let her mould her differing provinces into something like homogeneousness, and the probabilities of her ultimate incorporation with the American Union will not be increased.

9. Who knows but that the ultimate solution of this question of annexation or incorporation may be neither annexation nor incorporation, but the belonging of all English-speaking peoples to one commercial league, self-government the principle in each political division? 10. Let us look far on, and anticipate, with acclamation of the deep, thoughtful sort, the time when English-speaking nations shall keep treaties with each other. Let us adhere to what is practical. Let us enlarge the influence of arbitration between English-speaking nations; and by that principle form a commercial league sufficient to secure substantial peace for English-speaking populations around the globe.

Rev. Joseph Cook (adapted).

NOTES.

Reception. — On the arrival of the Princess Louise from Bermuda, early in the spring of 1883, Rev. Mr. Cook delivered an address in Toronto.

9–10. Compare this sentiment with that in Sec. 9 (last clause) of "Our Dominion." This is "Canadian Imperialism."

QUESTIONS. — 1. "Say so," to whom? 2. Canada, the "fifth" maritime power. Name the powers stronger than she. 3. If Canada were annexed to the United States, what change would be made in her form of government? 4. What are the termini of the Intercolonial Railway?

DICTATION. — Learn to write out the last two sections.

EXERCISE. — Learn to spell the following words:

Re-ci-pro′-ci-ty	Mar′-i-time	Co-los′-sal
Co-a-les′-cence	Sas-katch′-e-wan	Ho-mo-ge′-ne-ous-ness

HAMLET'S SOLILOQUY ON DEATH.

Bod'kin, a dagger.
Bourne, limit, boundary.
Consumma'tion, an ending.
Con'tumely, contempt.
Devout'ly, earnestly.
Far'dels, burdens.
In'solence, impudence.
Shuf'fled, shoved.
Solil'oquy, a discourse not addressed to any one but the speaker himself.
Su'icide, the act of taking one's own life.
Spurns, rejections.
Sick'lied, made sickly.
Quie'tus, end of troubles.

To be, or not to be: that is the question:
Whether 't is nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them? To die: to sleep, —
No more; and by a sleep to say we end
The heartache, and the thousand natural shocks
That flesh is heir to, 't is a consummation
Devoutly to be wished. To die, to sleep;
To sleep: perchance to dream; — ay, there's the rub;
For in that sleep of death what dreams may come
When we have shuffled off this mortal coil,
Must give us pause; there 's the respect
That makes calamity of so long life:
For who would bear the whips and scorns of time,
The oppressor's wrong, the proud man's contumely,
The pangs of despised love, the law's delay,
The insolence of office, and the spurns
That patient merit of the unworthy takes,

When he himself might his quietus make
With a bare bodkin? who would fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death,
The undiscovered country from whose bourn
No traveller returns, puzzles the will,
And makes us rather bear those ills we have,
Than fly to others that we know not of?
Thus conscience does make cowards of us all;
And thus the native hue of resolution
Is sicklied o'er with the pale cast of thought,
And enterprises of great pith and moment
With this regard their currents turn awry,
And lose the name of action.

Shakespeare.

NOTES.

This soliloquy is uttered by *Hamlet*, after he has been commanded by his father's ghost to avenge his father's murder, and has failed to accomplish the task imposed on him. The thought of suicide now occurs to him as a refuge from this and all other troubles.

DIRECTIONS FOR EMPHASIS.

Line 1: *To be*, or *not*. 5: *die*, *sleep*. 7: *heartache*. 8: *heir*, *consummation*. 9: *Devoutly*, *die*, *sleep*. 10: *sleep*, *dream*, *there's*. 11: *death*. 12: *mortal coil*. 13: *pause*. 14: *calamity*. 15: *whips*, *scorns*. 16: *wrong*, *contumely*. 17: *pangs*, *despised love*. 18: *insolence*, *spurns*. 20: *quietus*. 21: *bodkin*, *fardels*. 23: *dread*, *after*. 25: *puzzles*. 26: *have*. 28: *conscience*, *cowards*. 32: *this*. 33: *action*.

EXERCISES. — 1. Explain the following expressions: (1) The slings and arrows of outrageous fortune. (2) The thousand natural shocks that flesh is heir to. (3) When we have shuffled off this mortal coil. (4) Must give us pause. (5) The undiscovered country. (6) The native hue of resolution. (7) Enterprises of great pith and moment. (8) Their currents turn awry.

2. Hamlet contemplates suicide; trace carefully and write down in your own words his train of thought.

ADVICE TO YOUNG MEN.

Acces'sions, additions. From Lat. *accedo, access-um.* I come to.

Anticipa'tions, forecasts. From Lat. *ante,* before, and *capere,* to take, or take hold of (with the mind).

Bat'ing, excepting.

Conclu'sive proof, such proof as *shuts* one *up* to a certain belief. From Lat. *con,* together, and *claudo,* I shut.

Convic'tion, fixed or settled belief, — based on rational grounds. From Lat. *convinco,* I conquer.

Cul'tivating (your minds), opening up the ground, and planting in it the seed of new and better thoughts. From Lat. *col-o,* I cultivate; *cult-or,* a cultivator.

Deemed, thought. The old meaning of *deem* was to judge; and *doom* was the sentence of the judge.

Depres'sion, sunk, hollow. From Lat. *de,* down, and *premo* (*pressum*), I press.

Dilu'vial, made or deposited by the action of water. From Lat. *diluo* (*dilutum*), — *dis,* asunder, and *luo,* to wash. Hence *diluvium,* a *deluge,* and also *that which is washed down.*

Firth, long, narrow arm of the sea. Called in Norway a *fjord.*

Fis'sures, splits. From Lat. *findo* (*fissum*), I cut or split.

Fret'ted, eaten away. *Fret* is the same word as *eat,* with a prefix *for* — (shortened *fr*) — which intensifies or gives force to the meaning.

Fric'tion, rubbing. From Lat. *frico,* I rub.

Inferior, a Latin word, which means *lower.* The opposite of it is *superior,* which means *upper.* Hence Lake Superior, which is the uppermost of the five great lakes of North America.

Mel'lowed, changed into softer and milder colors.

Pri'mal, first. From Lat. *primus,* first.

Ra'tio, proportion. (A Latin word in its Latin form.)

Resum'ing, taking up again. From Lat. *re,* again, and *sumo,* I take.

Scep'tic, doubter. From Gr. *skeptomai,* I look around.

Stra'ta, layers. It is the plural of the Lat. *stratum,* something laid. From this word comes our *street,* — one of the few words left by the Roman conquerors of Britain.

Tradi'tionary, handed down by word of mouth from father to son. From Lat. *trado,* I hand over.

1. My advice to young working-men desirous of bettering their circumstances, and of adding to the amount of their enjoyment, is a very simple one. Do not seek happiness in what is misnamed pleasure; seek it rather in what is termed study. Keep your consciences clear, your curiosity fresh, and embrace every opportunity of cultivating your minds.

2. Learn to make a right use of your eyes; the commonest things are worth looking at, — even stones and weeds, and the most familiar animals. Read good books, not forgetting the best of all; there is more true philosophy in the Bible than in every work of every sceptic that ever wrote; and we should be all miserable creatures without it, and none more miserable than the working man. 3. You are jealous of the upper classes. But upper and lower classes there must be, so long as the world lasts; and there is only one way in which your jealousy of them can be well directed. Do not let them get ahead of you in intelligence.

4. I intended, however, to speak rather of the pleasure to be derived, by even the humblest, in the pursuit of knowledge, than of the power with which knowledge in the masses is invariably accompanied. For it is surely of greater importance that men should receive accessions to their own happiness, than to the influence which they exert over other men. 5. Simple as the fact may seem, if universally recognized, it would save a great deal of useless discontent, and a great deal of envy. Allow me to illustrate this subject by a piece of simple narrative. I wish to show how possible it is to enjoy much happiness in very mean employments. Cowper tells us that labor, though the primal curse, "has been softened into mercy"; and I think that, even had he not done so, I should have found out the fact for myself.

6. I was going to work at what Burns has instanced, in his "Twa Dogs," as one of the most dis-

agreeable of all employments, — to work in a quarry. Bating the passing uneasiness occasioned by a few gloomy anticipations, the portion of my life which had already gone by had been happy beyond the common lot. I had been a wanderer among rocks and woods, — a reader of curious books when I could get them, — a gleaner of old traditionary stories: and now I was going to exchange all my day-dreams, and all my amusements, for the kind of life in which men toil every day that they may be enabled to eat, and eat every day that they may be enabled to toil!

7. The quarry in which I wrought lay on the southern shore of a noble inland bay, or firth rather, with a little clear stream on the one side, and a thick fir-wood on the other. It had been opened in the old red sandstone of the district, and was overtopped by a huge bank of diluvial clay, which rose over it in some places to the height of nearly thirty feet, and which at this time was rent and shivered, wherever it presented an open front to the weather, by a recent frost. A heap of loose fragments, which had fallen from above, blocked up the face of the quarry, and my first employment was to clear them away. 8. The friction of the shovel soon blistered my hands, but the pain was by no means very severe, and I wrought hard and willingly, that I might see how the huge strata below, which presented so firm and unbroken a frontage, were to be torn up and removed. Picks, and wedges, and levers were applied by my brother workmen; and simple and rude as I had been ac-

customed to regard these implements, I found I had much to learn in the way of using them. They all proved inefficient, however, and the workmen had to bore into one of the inferior strata, and employ gunpowder. 9. The process was new to me, and I deemed it a highly amusing one: it had the merit, too, of being attended with some such degree of danger as a boating or rock excursion, and had thus an interest independent of its novelty. We had a few capital shots: the fragments flew in every direction; and an immense mass of the diluvium came toppling down, bearing with it two dead birds, that in a recent storm had crept into one of the deeper fissures, to die in the shelter. 10. I was engaged in admiring the poor little things, more disposed to be sentimental, perhaps, than if I had been ten years older, and thinking of the contrast between the warmth and jollity of their green summer haunts, and the cold and darkness of their last retreat, when I heard our employer bidding the workmen lay by their tools. I looked up and saw the sun sinking behind the thick fir-wood beside us, and the long, dark shadows of the trees stretching downwards towards the shore.

11. I was as light of heart next morning as any of my brother workmen. There had been a smart frost during the night, and the rime lay white on the grass as we passed onwards through the fields; but the sun rose in a clear atmosphere, and the day mellowed, as it advanced, into one of those delightful days of early spring, which give so pleasing an earnest of whatever is mild and genial in the better

half of the year. 12. All the workmen rested at mid-day, and I went to enjoy my half-hour alone on a mossy knoll in the neighboring wood, which commands through the trees a wide prospect of the bay and the opposite shore. There was not a wrinkle on the water, nor a cloud in the sky; and the branches were as motionless in the calm as if they had been traced on canvas. 13. From a wooded promontory that stretched half-way across the firth, there ascended a thin column of smoke. It rose straight as the line of a plummet for more than a thousand yards, and then, on reaching a thinner stratum of air, spread out equally on every side like the foliage of a stately tree. 14. Ben Wyvis rose to the west, white with the yet unwasted snows of winter, and as sharply defined in the clear atmosphere as if all its sunny slopes and blue retiring hollows had been chiselled in marble. A line of snow ran along the opposite hills; all above was white, and all below was purple. I returned to the quarry, convinced that a very exquisite pleasure may be a very cheap one, and that the busiest employments may afford leisure enough to enjoy it.

15. The gunpowder had loosened a large mass in one of the inferior strata, and our first employment, on resuming our labors, was to raise it from its bed. I assisted the other workmen in placing it on edge, and was much struck by the appearance of the platform on which it had rested. The entire surface was ridged and furrowed like a bank of sand that had been left by the tide an hour before. I could trace every bend and curvature, every cross

hollow and counter ridge of the corresponding phenomena; for the resemblance was no half-resemblance, — it was the thing itself; and I had observed it a hundred and a hundred times, when sailing my little schooner in the shallows left by the ebb. 16. But what had become of the waves that had thus fretted the solid rock, or of what element had they been composed? I felt as completely at fault as Robinson Crusoe did on his discovering the print of the man's foot on the sand. The evening furnished me with still further cause of wonder. We raised another block in a different part of the quarry, and found that the area of a circular depression in the stratum below was broken and flawed in every direction, as if it had been the bottom of a pool recently dried up, which had shrunk and split in the hardening. 17. Several large stones came rolling down from the diluvium in the course of the afternoon. They were of different qualities from the sandstone below, and from one another; and, what was more wonderful still, they were all rounded and water-worn, as if they had been tossed about in the sea, or the bed of a river, for hundreds of years. There could not, surely, be a more conclusive proof that the bank which had enclosed them so long could not have been created on the rock on which it rested. No workman ever manufactures a half-worn article, and the stones were all half-worn! And if not the bank, why then the sandstone underneath? I was lost in conjecture, and found I had food enough for thought that evening, without once thinking of the unhappiness of a life of labor.

18. My first year of labor came to a close, and I found that the amount of my happiness had not been less than in the last year of my boyhood. My knowledge, too, had increased in more than the ratio of former seasons; and as I had acquired the skill of at least the common mechanic, I had fitted myself for independence. The additional experience of twenty years has not shown me that there is any necessary connection between a life of toil and a life of wretchedness; and when I have found good men anticipating a better and a happier time than either the present or the past, the conviction that in every period of the world's history the great bulk of mankind must pass their days in labor has not in the least inclined me to scepticism.

Hugh Miller (1802-1856).

EXERCISES. — 1. Show in writing: (*a*) how the author made a 'right use of his eyes'; (*b*) how he 'kept his curiosity awakened'; (*c*) how this made him happy; (*d*) how it increased his knowledge

2. Explain the following phrases, and give synonyms for the words: (1) Better their circumstances. (2) Embrace every opportunity. (3) The pleasure to be derived from the pursuit of knowledge. (4) A few gloomy anticipations. (5) Enabled. (6) Fragments. (7) Accustomed. (8) Implements.

3. Parse all the words in the following sentence: A heap of loose fragments, which had fallen from above, blocked up the face of the quarry.

4. Analyze the above sentence.

5. The word *seek* appears as *seech* in *beseech*. *Beseech* is called a derivative of *seek*. In the same way, give as many derivatives as you can of *right*, *curious*, *family*, *write*, *head*, *up*, *humble*.

6. The Latin words brought into our language take numerous forms. Thus the Latin *curro*, I run, appears in *current*, *running* water; in *currency*, money that *runs*; in *concur*, to *run* together

with; in *discursive, running* hither and thither; in *precursor,* one who *runs* before. In the same way, give all the words you know connected with *cultivate* (root *col,* stem, *cult*); *intend* (root *tend,* stem *tent*); and *accede* (root *ced,* stem *cess*).

7. Write the following sentence in more simple English: Bating the passing uneasiness occasioned by a few gloomy anticipations, the portion of my life which had already gone by had been happy beyond the common lot.

8. Write the adjectives you know derived from the following nouns, using two columns: *use, zeal, envy, labor, toil, summer, day.*

9. Add prefixes to the following words, in one column, and explain their meaning in another column: *light, hearten, dim, take, rest, large, close.*

HOW THEY BROUGHT THE GOOD NEWS FROM GHENT TO AIX.

Pos'tern, a back door or gate. From O. Fr. *posterne*; from Lat. *posterus*, behind.

Pique, point of the saddle.

Bluff, steep and abrupt. The high cliffs which rise up from the Mississippi are called *bluffs.*

Spume, froth. From Lat. *spuma*, foam.

Bur'gesses, registered inhabitants of the *burg* or burgh.

1. I sprang to the stirrup, and Joris, and he;
I galloped, Dirck followed, we galloped all three,
"Good speed!" cried the watch, as the gate-bolts undrew;
"Speed!" echoed the wall to us galloping through.
Behind shut the postern, the light sank to rest,
And into the midnight we galloped abreast.

2. Not a word to each other; we kept the great pace
Neck by neck, stride by stride, never changing our place;

I turned in my saddle and made its girths tight,
Then shortened each stirrup, and set the pique right,
Rebuckled the check-strap, chained slacker the bit,
Nor galloped less steadily Roland a whit.

3. 'T was moonset at starting; but while we drew near
Lokern, the cocks crew and twilight dawned clear;
At Boom, a great yellow star came out to see;
At Duffeld, 't was morning as plain as could be;
And from Mechlin church-steeple we heard the half-chime;
So Joris broke silence with "Yet there is time!"

4. At Aerschot, up leaped of a sudden the sun,
And against him the cattle stood black every one,
To stare through the mist at us galloping past;
And I saw my stout galloper Roland at last,
With resolute shoulders, each butting away
The haze, as some bluff river-headland its spray;

5. And his low head and crest, just one sharp ear bent back
For my voice, and the other pricked out on his track; [glance
And one eye's black intelligence, — ever that
O'er its white edge at me, his own master, askance!
And the thick heavy spume-flakes which aye and anon

His fierce lips shook upwards in galloping on.

6. By Hasselt, Dirck groaned; and cried Joris,
"Stay spur!
Your Roos galloped bravely; the fault 's not in
her,
We 'll remember at Aix," — for one heard the
quick wheeze
Of her chest, saw the stretched neck, and stag-
gering knees,
And sunk tail, and horrible heave of the flank,
As down on her haunches she shuddered and
sank.

7. So we were left galloping, Joris and I,
Past Loos and past Tongres: no cloud in the sky;
The broad sun above laughed a pitiless laugh,
'Neath our foot broke the brittle, bright stubble,
like chaff;
Till over by Dalhem a dome-tower sprang white,
And "Gallop," cried Joris, "for Aix is in sight!

8. How they'll greet us!" and all in a moment his
roan
Rolled neck and croup over, lay dead as a stone;
And there was my Roland to bear the whole
weight
Of the news which alone could save Aix from
her fate,
With his nostrils like pits full of blood to the
brim,
And with circles of red for his eye-sockets' rim.

9. Then I cast loose my buff-coat, each holster let fall,
Shook off both my jack-boots, let go belt and all,
Stood up in the stirrup, leaned, patted his ear,
Called my Roland his pet name, my horse without peer;
Clapped my hands, laughed and sang, any noise, bad or good,
Till at length into Aix Roland galloped and stood!

10. And all I remember is friends flocking round
As I sat with his head 'twixt my knees on the ground;
And no voice but was praising this Roland of mine,
As I poured down his throat our last measure of wine
Which (the burgesses voted by common consent)
Was no more than his due who brought good news from Ghent.

R. Browning.

CAUTIONS AND DIRECTIONS FOR READING.

VERSE 1. — Line 6: A slight pause after *And.*

VERSE 3. — Line 1: A slight pause after *but.* Line 3: The verse would make the reader sink the word *star;* give it due prominence. Line 6: A strong emphasis on and pause after *Yet.*

VERSE 4. — Line 6: No pause after *bluff.*

VERSE 5. — Line 1: Read the words *just one sharp ear* very slowly and distinctly. Line 3: *That glance* very clearly and plainly.

VERSE 6. — Line 4: *neck* should have as much of an accent as *stretched.*

VERSE 7. — Line 3: A slight pause after *above*.

VERSE 8. — Line 5: A slight pause after *nostrils*.

VERSE 9. — Line 1: A pause after *Then*. Line 4: *pet* and *name* should be equally accented. The whole verse should be read in a lively manner and should approach a climax from beginning to end.

VERSE 10. — Line 3: Emphasis on *no*. Line 6: Emphasis on *his*.

EXERCISES. — 1. Parse the first four lines of verse 8.

2. Analyze the last four lines of verse 10.

3. Write a SUMMARY of the events described in the poem.

NIAGARA FALLS.

Omnip′otent, having all power.
Absorbed′, entranced, with every faculty drawn to one thing.
Tur′bulent, in a disturbed state.
Incar′nate, clothed with flesh.
Compas′sionate, merciful, full of pity.
Typ′ified, represented by emblems.
Prismat′ic colors, all the primary colors, because a prism divides a ray of light into its component colors.
Propitia′tion, atonement.
Hol′ocaust, a whole burnt sacrifice.
Obla′tion, an offering for sacrifice.

1. Let us accompany the Christian in his pilgrimage to the Falls of Niagara. On beholding them, at first sight he is overawed by their surpassing grandeur, stunned by their sound as if by the roar of thunder; but recovering himself, he raises his heart to that great and omnipotent Being by whose all-powerful fiat these mighty wonders were created; and then presently sinking down into the depths of his own nothingness, he stands absorbed and entranced, as it were, at the greatness of the Most High; and, crying out with holy David, he says, "O Lord, our Lord, how admirable is thy name over all the earth!" To converse with man is now

irksome to him. His whole soul is filled with God. Tears relieve his heart, borne down, so to speak, with the weight of the divine immensity, while he again exclaims, "What is man, O Lord, that thou art mindful of him, or the son of man, that thou shouldst visit him?"

2. He looks upon those broad, deep, and turbulent waters, dashing with irresistible force in foaming torrents over that mighty precipice, with a thunder echoed from the mountain banks of the lake below, and then thinks of the awful power of Him who speaks in the voice of many waters, and of his own last leap into eternity. In hope he raises his eyes and sees the clouds formed from the spray ascending on high as he repeats to himself, "Let my prayer, O Lord, ascend as incense in thy sight. Let my last sigh be one of love, after making my peace with God and the world."

3. The water, as it sweeps over the falls, sinks deeply by its weight and momentum, and after gurgling, seething, and foaming, it rises again to the surface, to flow on sweetly and rest in the bosom of that calm, still lake. All this reminds him of man's deep fall by sin, and of his struggles for his restoration to grace, gained at last by the all-atoning merits of the blood of the Word Incarnate, through which he hopes to rest forever, like the waters in the lake, in the bosom of God, where he will sing during an endless eternity, in ecstatic joy, the loving and compassionate mercies of his great Creator.

4. Turning his steps up the mighty river, he sees,

in the midst of the rapids, small islands, covered with cedar and balsam trees, sitting quietly in the sunshine, while the waves dash around them. All this reminds one of a soul strong in God's grace and clean in the midst of the world, for "in a flood of many waters they shall not come nigh unto him." 5. As the pilgrim passes over the bridge that conducts to the large island, he will see torrents of water rushing madly, as it were, from the clouds, the only background to be seen; he recalls the world's great calamity when the cataracts of heaven were opened, and the earth drowned on account of the wickedness of men. Here the soul, overawed with terror, might exclaim, Come; let us hide in the clefts of the rock, in the wounds of Christ, from the face of an angry God.

6. It is morning. At the horizon, where the waters and the clouds appear to meet, all is calm and tranquil. Soon the river contracts, and, peacefully running for a while, it meets with ledges of rock, and, dashing itself into foam and whirling eddies, forms hundreds of small waterfalls, which, catching the rays of the morning sun, appear as so many white-crested billows of the sea after a storm. Joy and gladness are typified in those sparkling waves. 7. Occasionally tiny rainbows may be seen enamelling the brows of those miniature cataracts; and as innumerable bubbles fall, pearls and jewels are reflected in prismatic colors in the foam. In these are seen emblems of the morning of life, when candor, humility, and loveliness portray the innocence of a happy soul basking in the sunshine of God's love.

8. On rainy days a great change comes over the whole scenery. The atmosphere is gloomy and the clouds are heavier here than elsewhere; the roar of the cataract, striking against the condensed air, booms like distant continuous thunder. The mind is wrapped in solemn melancholy, and is brought to think of that pall of death which daily hangs over every one, the sinner and the saint. 9. If a clap of thunder and a flash of lightning should add their terrors to the scene, the soul cannot but be reminded of that great and awful day when the children of Adam shall be assembled for judgment in the valley of Jehosaphat, and of that searching of Jerusalem with lamps which shall then be made for each and every one by those terrible questions, Where is thy soul? What hast thou done with the graces and favors of God? Where are those whom thou hast ruined by word and example?

10. In winter time, also, the Christian will be taught sublime lessons. The trees and shrubs around are covered with ice, and myriads of glassy pendants hang from the branches, reflecting in dazzling brightness the rays of the sun, and by night those of the moon. By these may he not consider a soul encircled by the beauty of God's graces purchased for him by the blood of Christ,—the man God? 11. He will hear a crash. It is a branch of a tree that breaks down under its weight of icicles. Alas! how many souls break away from God by sin, and are never again engrafted on the true vine, which is Christ! The lunar bow by night will give him hopes that, in the darkest hour

of sin and sorrow, the mercy-seat of the good God is always approachable.

12. The worshipper of God, at this grand high altar of beautiful nature, may likewise remember that but a few centuries ago the Indians were encamped round about it, telling of the world's creation in their own simple way, and adoring the Supreme Being as best they could in the twilight of their intelligences. He might also vividly portray the whole tribe preparing the most beautiful of their virgins for sacrifice. 13. They clothe her in garments of spotless white, and place her in a white canoe; parents and friends bid her their last farewell, and bedew her cheeks with their tears, and then, pushing off the frail bark, she is sent down over the falls as a sacrifice of propitiation and sweet worship to the Great Spirit, to obtain pardon for the sins of their tribe, and good hunting. What sublime reflections do the scenes in this awful ceremony bring up, even when we behold them there in spirit! 14. Surely these poor people must have heard of the sacrifice which God always demanded from man as an acknowledgment of His sovereign dominion over all, and as a satisfaction for the sins of the human race. They had in their minds the great holocausts and oblations of the holy patriarchs Adam and Noah, Isaac and Jacob, and of the sacrifice of the Son of God on the cross. In their simple ignorance they wished to sacrifice something themselves, and for this they make choice of their greatest treasure, — the purest and fairest virgin of their ancient tribe. 15. These

poor and deluded children of the forest are now all dead and gone; they are before the Great Spirit whom they strove to worship in their own mistaken way, and perhaps would cry with the royal bard of Zion: "Remember not, O Lord, our ignorance and offences!" And may not the Christian hero say to God, I have been endowed with knowledge, and with wisdom, and with grace; I know that my Lord offered Himself for me in sacrifice; I refuse again and again to sacrifice my passions and vile inclinations for Him. Come, then, poor Indians, teach me your simplicity, which is better far than my foolish wisdom.

16. Again, he sees a bird calmly and joyously flitting across this mighty chasm, looking down fearlessly on the scenes below. It is in its native air; it has wings to soar. Thus the soul that is freed from sin has its wings also. It can look down with serenity upon the wreck of worlds, and in death it is placed in the midst of the storms of evil spirits, and, when everything around is in fury and commotion, it rises quietly towards its God to rest in the embrace of his love.

17. Thus it is that new beauties and fresh lesssons are constantly discovering themselves at Niagara. The eye, wandering from beauty to beauty, compels the soul to salute its Maker, crying out: "Great is the Lord and admirable in His works!" while he says with St. Augustine, "O Beauty, ever ancient and always new! too late have I known Thee, too late have I loved Thee; may I know myself, may I know Thee, my God!" From the

contemplation of the grandeur and beauty of the Falls at Niagara may my praise and gratitude to Thee be as continuous as the rushing of its mighty waters!

Archbishop Lynch.

EXERCISES.

1. Rewrite the following in simpler form: (1) By whose all-powerful fiat. (2) Sinking down into the depths of his own nothingness. (3) The world's great calamity. (4) Joy and gladness are typified. (5) Enamelling the brows of those miniature cataracts. (6) Reflecting in prismatic colors. (7) Myriads of glassy pendants hang from the branches. (8) The lunar bow by night. (9) In the twilight of their intelligences. (10) The royal bard of Zion. (11) Flitting across this mighty chasm.

2. Parse the following words in italics: (1) *On beholding* them. (2) As it *were*. (3) To *converse* with man is now irksome to him. (4) *Borne* down, so *to speak*. (5) All this reminds *one*. (6) And the *clouds heavier*. (7) The *man God*. (8) Then *pushing* off the frail bark.

3. Give the derivations of the following words: *Omnipotent, surpassing, irresistible, ascends, continuous, deluded, simplicity, pendants, centuries, preparing, sacrifice, satisfaction, commotion, admirable, contracts, fiat, reflecting.*

4. Form as many words as you can, by means of prefixes and suffixes, from *moveo, sto, fero, teneo, duco, verto, sisto, tratio, creo,* and *flecto.*

A PSALM OF LIFE.

1. Tell me not in mournful numbers,
"Life is but an empty dream!"
For the soul is dead that slumbers,
And things are not what they seem.

2. Life is real! life is earnest!
And the grave is not its goal;
"Dust thou art, to dust returnest,"
Was not spoken of the soul.

3. Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to-morrow
Find us farther than to-day.

4. Art is long, and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

5. In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!

6. Trust no Future, howe'er pleasant!
Let the dead Past bury its dead!
Act,—act in the living Present!
Heart within, and God o'erhead!

7. Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sand of time;

8. Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

9. Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait. *Longfellow.*

NOTES.

6. **Let . . . dead.** Grieve not for the past; it is gone.

8. **Footprints . . . again.** Our example will encourage others in good. Observe that the author here compares life to a sea, in stanza 5, to an encampment for a night: show the truth of these comparisons. Is the author thinking of Robinson Crusoe?

Commit the poem to memory.

CAUTIONS AND DIRECTIONS FOR READING.

Be careful to avoid the verse-accent which comes on the first and every alternate word or syllable.

VERSES 1 and 2: Read the quotations slow and emphatic.

VERSE 2. — Line 1: Emphasize *real*, and with slighter force *earnest*, and in line 4, *soul*.

VERSE 3. — Give a rising slide to *enjoyment*, a falling slide to *sorrow*, and emphasize both words. Line 3: Emphasize *act*, combine *that-each-to-morrow*, and give a slight force to *farther*.

VERSE 4. — Line 4: Read this line slowly and solemnly.

VERSE 5. — Line 4: Read this line higher, with force, and with emphasis on *hero*.

VERSE 6. — Line 2: Read slowly and solemnly. Line 3: Emphasize and prolong the second *act* and give force to *Present*, and read *God o'erhead* with force and lengthened time.

VERSE 7. — Line 2: Emphasize *we*, and more slightly *sublime*. Line 4: Give emphasis and descending slide to *Footprints*.

VERSE 8. — Do not emphasize *Footprints*.

VERSE 9. — Read all this verse in a bolder and more powerful style, expressive of resolution and hope, giving emphasis in line 1 to *up* and *doing*; in line 3 to *achieving* and *pursuing*, swelling the voice on these two words; and treat *labor* and *wait* similarly.

THE LADDER OF ST. AUGUSTINE.

St. Augustine! well hast thou said,
That of our vices we can frame
A ladder, if we will but tread
Beneath our feet each deed of shame!

Longfellow.

I held it truth, with him who sings
To one clear harp in divers tones,
That men may rise on stepping-stones
Of their dead selves to higher things.

Tennyson.

We rise by things that are 'neath our feet;
By what we have mastered of good, and gain
By the pride deposed and the passion slain,
And the vanquished ills that we hourly meet.

J. G. Holland.

NOTES.

(1) St. Augustine in one of his sermons in Latin says, *De vitiis nostris scalam nobis facimus, si vitia ipsa calcamus,* — "Of our vices we make for ourselves a ladder if we trample those same vices under foot." St. Augustine's idea has been embodied by each of the above three poets in a single stanza.

(2) St. 2: *in . . . tones.* Some think this refers to Longfellow; others state that Tennyson himself says he means the Italian poet, Dante (1265-1321).

(3) The idea throughout is that the resistance of a temptation to do wrong, or the overcoming of an evil impulse, will give us strength for further effort at good; we thus grow better and better, rising to a higher, nobler life.

(4) Compare the versification of the stanzas.

EXERCISES. — 1. Commit these stanzas to memory.

2. Explain: (1) Deed of shame. (2) In divers tones. (3) Their dead selves; cf. Psalm of Life, st. 6, line 2. (4) By what we have mastered of good.

3. Parse the italicised words in: (1) If we will *but* tread. (2) I held it *truth, with* him. (3) Stepping stones *of their* dead *selves.* (4) *Of good,* and *gain.* (5) *That* we *hourly* meet.

LOVE FOR MANKIND.

Suspi'cious, not to be relied upon.
Con'scious, sensible.
Rec'ognized, acknowledged.
Hal'lowed, rendered sacred.
Scoop out, dig, prepare.
Suc'cor, comfort.
Incompat'ible, unsuited to one another. Cf. inconsistent.
Indis'soluble, that cannot be separated or severed.

1. That is a suspicious affection which attaches itself to nobody in particular, which makes no heart its centre, which brightens no hearthstone by its light. Its words may be loud and swelling; like the blast of March, it may sweep noisily about men's houses and drift the dust about in clouds, but they are conscious only of discomfort when it blows; they do not trust it; it "passes by them like the idle wind which they respect not." 2. Hence all private affections are recognized and hallowed, and are indeed the source from which all public virtues spring. They are not inconsistent with the love of the whole race; they prepare for it, and lead to it, and scoop out the channels through which the tributes of its bounty may flow. 3. Who shall sympathize with the oppressed peoples but the patriot heart, which rejoices in the sacredness of its roof-tree and in the security of its own altars? Who shall be eloquent for the rights of others but he who is manly in the assertion of his own? Who shall succor breaking hearts, and brighten desolate houses, but the man who realizes in daily up welling the unutterable happiness of home? 4. These two obligations therefore, the claim of universal

sympathy and the claim of particular relationship, are not incompatible, but fulfil mutually the highest uses of each other. God has taught in the Scriptures the lesson of a universal brotherhood, and men must not gainsay the teaching. 5. Shivering in the ice-bound, or scorching in the tropical regions; in the lap of luxury or in the wild hardihood of the primeval forest; belting the globe in a tired search for rest, or quieting through life in the heart of ancestral woods; gathering all the decencies around him like a garment, or battling in fierce raid of crime against a world which has disowned him,—there is an inner humanness which binds me to that man by a primitive and indissoluble bond. 6. He is my brother, and I cannot dissever the relationship. He is my brother, and I cannot release myself from the obligation to do him good. I cannot love all men equally; my own instincts, and nature's provision, and society's requirements, and God's commands, all unite in reprobation of that. My wealth of affection must be in home, children, kindred, country; but my pity must not lock itself in these, my regard must not compress itself within these limits merely; my pity must go forth wherever there is human need and human sorrow; my regard must fasten upon the *man*, though he has flung from him the crown of his manhood in anger. 7. I dare not despise him, because there, in the depths of his fall, as he lies before me prostrate and dishonored, there shines, through the filth and through the sin, that spark of heavenly flame, that young immortal nature

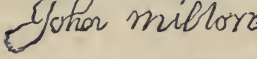
which God the Father kindled, over which God the Spirit yearns with continual desire, and God the Eternal Son offered his own heart's blood to redeem. Yes, there is no man who can rightfully ask the infidel question of Cain. 8. God *has* made man his brother's keeper. We are bound to love our neighbor as ourselves; and if, in a contracted Hebrew spirit, you are inclined to press the inquiry, "And who *is* my neighbor?" there comes a full pressure of utterance to authenticate and enforce the answer, *Man.* Thy neighbor! Every one whom penury has grasped or sorrow startled; every one whom plague hath smitten or whom curse hath banned; every one from whose home the darlings have vanished, and around whose heart the pall has been drawn. *Rev. W. M. Punshon.*

EXERCISES. — 1. Learn to spell the first twelve lines.

2. Explain the following sentences: (1) Makes no heart its centre. (2) Brightens no hearthstone by its light. (3) Scoops out the channels. (4) Gainsay the teaching. (5) Rejoices in the sacredness of its roof-tree, and in the security of its own altars. (6) In the lap of luxury . . . wild hardihood of the primeval forest. (7) Belting the globe in a tired search for rest. (8) Gathering all the decencies round him like a garment. (9) Whom curse hath banned.

3. (*a*) Rewrite in your own words: Sect. 3, "Who . . . altars?" and Sect. 4, "fulfil . . . other." (*b*) Sect. 5, "Shivering" and the participles following qualify "*man.*" (1) Rearrange the sentence so as to show this construction. (2) Rewrite the sentence in simpler words. (3) Summarize its meaning in as few words as you can. (4) What word might "shivering," etc. be supposed to qualify? Is the sentence therefore faulty?

4. From what Latin roots are the following words derived: *conscious, recognize, oppress, primeval, indissoluble, immortal, infidel, inclined, contracted?*



Autograph of Milton.

EVENING IN PARADISE.

Now came still evening on, and twilight gray
Had in her sober livery all things clad;
Silence accompanied; for beast and bird —
They to their grassy couch, these to their nests —
Were slunk, all but the wakeful nightingale;
She all night long her amorous descant sung;
Silence was pleased. Now glowed the firmament
With living sapphires: Hesperus, that led
The starry host, rode brightest, till the moon,

Rising in clouded majesty, at length,
Apparent queen, unveiled her peerless light,
And o'er the dark her silver mantle threw.
When Adam thus to Eve: "Fair consort! the hour
Of night, and all things now retired to rest,
Mind us of like repose; since God hath set
Labor and rest, as day and night, to men
Successive; and the timely dew of sleep,
Now falling with soft slumb'rous weight, inclines
Our eyelids: other creatures all day long
Rove idle, unemployed, and less need rest;
Man hath his daily work of body or mind
Appointed, which declares his dignity,
And the regard of Heaven on all his ways;
While other animals unactive range,
And of their doings God takes no account.
To-morrow, ere fresh morning streak the east
With first approach of light, we must be risen,
And at our pleasant labor to reform
Yon flowery arbors, yonder alleys green,
Our walk at noon, with branches overgrown,
That mock our scant manuring, and require
More hands than ours to lop their wanton growth:
Those blossoms also, and those drooping gums,
That lie bestrewn, unsightly and unsmooth,
Ask riddance, if we mean to tread with ease;
Meanwhile, as nature wills, night bids us rest."
To whom thus Eve, with perfect beauty adorned:
"My author and disposer, what thou bidd'st
Unargued I obey: so God ordains.
God is thy law, thou mine: to know no more

Is woman's happiest knowledge, and her praise.
With thee conversing, I forget all time;
All seasons, and their change, all please alike.
Sweet is the breath of morn, her rising sweet,
With charm of earliest birds; pleasant the sun,
When first on this delightful land he spreads
His orient beams, on herb, tree, fruit, and flower,
Glistering with dew; fragrant the fertile earth
After soft showers; and sweet the coming on
Of grateful evening mild; then silent night,
With this her solemn bird, and this fair moon,
And these the gems of heaven, her starry train:
But neither breath of morn, when she ascends
With charm of earliest birds; nor rising sun
On this delightful land; nor herb, fruit, flower,
Glistering with dew; nor fragrance after showers;
Nor grateful evening mild; nor silent night,
With this her solemn bird; nor walk by moon,
Or glittering starlight, without thee is sweet."

Milton.

NOTES.

Line 6. **Des'cant**, *n.* (L. *dis.* apart, and *cantus*, a song—*canto*, to sing), lit. and originally a *part song*, a song.

8. **Sap'phire**, *n.* a highly *brilliant* precious stone, inferior only to the diamond. *Living sapphires* here are, of course, the stars. —**Hes'perus**, *p. n.* (L. and Gr. *hesperos*, evening, also L. *vesper*), the evening star, or Venus.

11. **Appar'ent**, evident. Give a variation of this meaning.

12. Notice the beauty of this figure.

17. **Dew**, *n. wet* or *moisture* deposited on the earth from the air, chiefly at night. Here used of sleep, from its coming imperceptibly like the dew, and from its refreshing the frame, as dew does the earth.

18. **Weight**. Show the fitness of this word here.

48. **O'rient**, *a.* (L. *oriens*, *-entis*, pr. p. of *orior*, to rise), rising, eastern.

32. **Solemn bird**, *n.* the nightingale, heard in the solemn silence of the night.

IN WESTMINSTER ABBEY.

Sat'ire, cutting humor.
Inor'dinate, excessive.
Fab'ric, a structure, or building.
Promis'cuous, mixed.
Fac'tion, a party that causes discord.
Contem'poraries, those who live at the same time.

1. When I am in a serious humor, I very often walk by myself in Westminster Abbey; where the gloominess of the place, and the use to which it is applied, with the solemnity of the building, and the condition of the people who lie in it, are apt to fill the mind with a kind of melancholy, or rather thoughtfulness, that is not disagreeable. I yesterday passed a whole afternoon in the churchyard, the cloisters, and the church, amusing myself with the tombstones and inscriptions that I met with in those several regions of the dead.

2. Most of them recorded nothing else of the buried person but that he was born upon one day and died upon another; the whole history of his life being comprehended in those two circumstances that are common to all mankind. I could not but look upon these registers of existence, whether of brass or marble, as a kind of satire upon the departed persons; who had left no other memorial of them but that they were born and that they died. The life of these men is finely described in holy writ by "the path of an arrow," which is immediately closed up and lost.

3. Upon my going into the church, I entertained myself with the digging of a grave; and saw, in every shovelful of it that was thrown up, the fragment of a bone or skull intermixed with a kind of

fresh mouldering earth that some time or other had a place in the composition of a human body. Upon this, I began to consider with myself what innumerable multitudes of people lay confused together under the pavement of that ancient cathedral; how men and women, friends and enemies, priests and soldiers, monks and prebendaries, were crumbled amongst one another, and blended together in the same common mass; how beauty, strength, and youth, with old age, weakness, and deformity, lay undistinguished in the same promiscuous heap of matter.

4. After having thus surveyed this great magazine of mortality as it were in the lump, I examined it more particularly by the accounts which I found on several of the monuments which are raised in every quarter of that ancient fabric. Some of them were covered with such extravagant epitaphs, that, if it were possible for the dead person to be acquainted with them, he would blush at the praises which his friends have bestowed upon him. 5. There are others so excessively modest that they deliver the character of the person departed in Greek or Hebrew, and by that means are not understood once in a twelvemonth. In the poetical quarter, I found there were poets who had no monuments, and monuments which had no poets. I observed, indeed, that the present war had filled the church with many of these uninhabited monuments, which had been erected to the memory of persons whose bodies were perhaps buried in the plains of Blenheim or in the bosom of the ocean.

6. I know that entertainments of this nature are apt to raise dark and dismal thoughts in timorous minds and gloomy imaginations; but for my own part, though I am always serious, I do not know what it is to be melancholy; and can therefore take a view of Nature in her deep and solemn scenes with the same pleasure as in her most gay and delightful ones. By this means I can improve myself with those objects which others consider with terror. 7. When I look upon the tombs of the great, every emotion of envy dies in me; when I read the epitaphs of the beautiful, every inordinate desire goes out; when I meet with the grief of parents upon a tombstone, my heart melts with compassion; when I see the tomb of the parents themselves, I consider the vanity of grieving for those whom we must quickly follow; when I see kings lying by those who deposed them, when I consider rival wits placed side by side, or the holy men that divided the world with their contests and disputes, I reflect with sorrow and astonishment on the little competitions, factions, and debates of mankind. 8. When I read the several dates of the tombs of some that died yesterday and some six hundred years ago, I consider that great day when we shall all of us be contemporaries, and make our appearance together. *Addison.*

NOTES.

Melancholy. Compare this use of the word with that in sect. 6, and in "Contemplation."

Person . . . he. 'Person' being of common gender, we should expect a com. gend. pers. pron.; but no such exists. 'He' is taken as typical of persons generally. 'He or she' is clumsy; 'they' is oftener used.

I could not but look, See Mason's Gram. 538.

No other memorial . . but. We now prefer 'no other memorial *than*'; we use 'than' after comparatives, and 'other' has the force of a comparative. The Queen Anne writers prefer 'but.'

Writ, writing, what is written: used only technically, as an ecclesiastical term (as here), or as a legal term.

Point out any inaccurate expressions in the first three lines of sec. 3.

Prebendary, an ecclesiastic enjoying a prebend, a stipend granted from the revenues of a cathedral or collegiate church.

Excessively modest. Show that this is ironical.

Poetical quarter, a part of the Abbey is called Poet's Corner.

The present war. The War of the Spanish Succession (1702-13), waged by England, the Empire, and Holland, against France and Spain. 'What they fought each other for' was to decide who should succeed Charles II. on the throne of Spain.

Blenheim (Ger. Blindheim), a small village in Bavaria, where the English and the Austrians under the Duke of Marlborough and Prince Eugene, defeated the French and Bavarians with great slaughter, August 13, 1704.

Ocean. The French fleet was defeated by Sir George Rooke, off Vigo (1702), and off Malaga (1704).

So serious an amusement — entertainments. Cf. the opening sentences; also what follows here. There is an apparent, not a real, contradiction in Addison's language. 'Amusement' may be taken as synonymous with 'entertainment,' which is lit. *taking up*, engaging the attention; Fr. *entre-tenir*, Lat. *inter* (between), and *tenere* (to hold).

Compare: "A man may read a sermon, the best and most passionate that man ever preached, if he shall but enter into the sepulchres of kings. In the same Escurial, where the Spanish princes live in greatness and power, and decree war or peace, they have wisely placed a cemetery, where their ashes and their glory shall sleep till time shall be no more; and where our kings have been crowned, their ancestors lie interred, and they must walk over their grandsire's head to take his crown. There is an acre sown with royal seed, the copy of the greatest change, from rich to naked, from ceiled roofs to arched coffins, from living like gods to die like men. There is enough to cool the flames of lust, to abate the heights of pride, to appease the itch of covetous desires, to sully and dash out the dissembling colors of a lustful, artificial, and imaginary beauty. There the warlike and the peaceful, the fortunate and the miserable, the beloved and the despised princes mingle their dust, and pay down their symbol of mortality, and tell all the world that, when we die, our ashes shall be equal to kings' and our accounts easier, and our pains for our crowns shall be less." — *Jeremy Taylor.*

EXERCISE. — Learn to spell the following words:

Con-tem′-po-ra-ries	In-or′-di-nate	Griev′-ing	Ca-the′-dral
Preb′-en-dar-ies	Com-pe-ti′-tions	Mel′-an-choly	Mor-tal′-ity
Im-a-gi-na′-tion	Mon′-u-ments	Ep′-i-taphs	Clois′-ters

THE EVE OF QUATRE BRAS.

1. There was a sound of revelry by night,
And Belgium's capital had gathered then
Her Beauty and her Chivalry, and bright
The lamps shone o'er fair women and brave men;
A thousand hearts beat happily; and when
Music arose with its voluptuous swell,
Soft eyes looked love to eyes which spake again,
And all went merry as a marriage bell.
But hush! hark! a deep sound strikes like a rising knell!

2. Did ye not hear it? — No; 't was but the wind,
Or the car rattling o'er the stony street;
On with the dance! let joy be unconfined!
No sleep till morn, when Youth and Pleasure meet
To chase the glowing Hours with flying feet.
But hark! — that heavy sound breaks in once more,
As if the clouds its echo would repeat;
And nearer, clearer, deadlier than before!
Arm! arm! It is — it is — the cannon's opening roar!

3. Within a windowed niche of that high hall
Sat Brunswick's fated chieftain; he did hear
That sound the first amidst the festival,
And caught its tone with Death's prophetic ear;

And when they smiled because he deemed
it near,
His heart more truly knew that peal too
well
Which stretched his father on a bloody bier,
And roused the vengeance blood alone could
quell:
He rushed into the field, and, foremost fighting,
fell.

4. Ah! then and there was hurrying to and fro,
And gathering tears, and tremblings of distress,
And cheeks all pale, which but an hour ago
Blushed at the praise of their own loveliness;
And there were sudden partings, such as press
The life from out young hearts, and choking
sighs
Which ne'er might be repeated: who would
guess
If ever more should meet those mutual eyes,
Since upon night so sweet such awful morn
could rise!

5. And there was mounting in hot haste: the steed,
The mustering squadron, and the clattering car,
Went pouring forward with impetuous speed,
And swiftly forming in the ranks of war;
And the deep thunder peal on peal afar;
And near, the beat of the alarming drum
Roused up the soldier ere the morning star;
While thronged the citizens with terror dumb,
Or whispering, with white lips, "The foe! They
come! they come!"

6. And wild and high the "Camerons' gathering" rose,
The war-note of Lochiel, which Albyn's hills
Have heard, and heard, too, have her Saxon foes:
How in the noon of night that pibroch thrills
Savage and shrill! But with the breath which fills
Their mountain-pipe, so fill the mountaineers
With the fierce native daring which instils
The stirring memory of a thousand years,
And Evan's, Donald's fame rings in each clansman's ears!

7. And Ardennes waves above them her green leaves,
Dewy with Nature's tear-drops, as they pass,
Grieving, if aught inanimate e'er grieves,
Over the unreturning brave, — alas!
Ere evening to be trodden like the grass
Which now beneath them but above shall grow
In its next verdure, when this fiery mass
Of living valor, rolling on the foe,
And burning with high hope, shall moulder cold and low.

8. Last noon beheld them full of lusty life,
Last eve in Beauty's circle proudly gay,
The midnight brought the signal sound of strife,
The morn the marshalling in arms, the day
Battle's magnificently stern array!
The thunder-clouds close o'er it, which when rent

The earth is covered thick with other clay,
Which her own clay shall cover, heaped and pent,
Rider and horse — friend, foe — in one red burial blent!

Lord Byron (*Childe Harold*).

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 1. — Read in a cheerful tone to *bell*, then change to half whisper of alarm.

VERSE 2. — Resume the cheerfulness to *feel*. Read *hark* loud; give emphasis to *cloud*; read the last line with great power, with increasing emphasis on the second *arm* and *it is*.

VERSES 3 and 4. — Read in softer tones with deeper feeling.

Read verses 5 and 6 with power, and faster, as descriptive of the hurry and excitement of battle; but depress the voice to half-whisper on the last two lines of verse 5, and increase the power on the last line of verse 6, with emphasis on *rings*.

VERSE 7. — Read softly and tenderly; give force to the last two lines; change *shall moulder*, etc. to low, solemn tones.

The last verse should be read in stately, measured style, changing into increased force in lines 3, 4, 5, and into greater solemnity and lower tones on the last lines.

NOTES.

Brunswick's. The father of the Duke of Brunswick was mortally wounded at the battle of Jena.

Albyn, the highlands of Scotland.

Evan's, Donald's. The celebrated Highland chief, Sir Evan Cameron, and his descendant Donald, the 'Lochiel' of the Stuart rising in 1715.

Ardennes. The wood of Soignies is supposed to be a remnant of the forest of Ardennes, immortal in Shakespeare's *As You Like It*.

EXERCISES. — 1. Analyze the last four lines.

2. Write a description of the scene at the ball.

3. Explain the following expressions: (1) To chase the glowing hours with flying feet. (2) If ever more should meet those mutual eyes. (3) Ere the morning star. (4) So fill the mountaineers with the fierce native daring. (5) Rings in each clansman's ears. (6) In one red burial blent.

THE SERMON ON THE MOUNT.

Disci'ple, one who receives instructions from another.
Despite'fully, maliciously, cruelly.
Forswear', to swear falsely.
Hyp'ocrite, a false pretender.
Mete, to measure.
Mote, a small particle.
Per'secute, to punish on account of religion.
Pub'licans, tax collectors (*they were often oppressive and were hated by the Jews*).
Revile', to speak ill, or abusively of.
Scribes, men among the Jews who read and explained the law to the people.

1. And seeing the multitudes, he went up into a mountain: and when he was set, his disciples came unto him; and he opened his mouth and taught them, saying:

2. Blessed are the poor in spirit; for theirs is the kingdom of heaven. Blessed are they that mourn; for they shall be comforted. Blessed are the meek; for they shall inherit the earth.

3. Blessed are they which do hunger and thirst after righteousness; for they shall be filled. Blessed are the merciful; for they shall obtain mercy. Blessed are the pure in heart; for they shall see God.

4. Blessed are the peacemakers; for they shall be called the children of God. Blessed are they which are persecuted for righteousness' sake; for theirs is the kingdom of heaven.

5. Blessed are ye when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake. Rejoice and be exceeding glad; for great is your reward in heaven.

. . . . .

6. Ye have heard that it hath been said by them

of old time, Thou shalt not forswear thyself, but shalt perform unto the Lord thine oaths: but I say unto you, Swear not at all; neither by heaven; for it is God's throne: nor by the earth; for it is his footstool: neither by Jerusalem; for it is the city of the great King.

7. Neither shalt thou swear by the head, because thou canst not make one hair white or black. But let your communication be, Yea, yea; Nay, nay: for whatsoever is more than these cometh of evil.

8. Ye have heard that it hath been said, An eye for an eye, and a tooth for a tooth; but I say unto you, That ye resist not evil; but whosoever shall smite thee on thy right cheek, turn to him the other also. And if any man will sue thee at law, and take away thy coat, let him have thy cloak also. And whosoever shall compel thee to go a mile, go with him twain. Give to him that asketh thee, and from him that would borrow of thee turn not thou away.

9. Ye have heard that it hath been said, Thou shalt love thy neighbor and hate thine enemy; but I say unto you, Love your enemies; bless them that curse you, do good to them that hate you, and pray for them which despitefully use you and persecute you; that ye may be the children of your Father which is in heaven: for he maketh his sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust.

10. For if ye love them which love you, what reward have ye? Do not even the publicans the same? And if ye salute your brethren only, what

do ye more than others? Do not even the publicans so? Be ye, therefore, perfect, even as your Father which is in heaven is perfect. . . .

11. Judge not, that ye be not judged. For with what judgment ye judge, ye shall be judged; and with what measure ye mete, it shall be measured to you again. And why beholdest thou the mote that is in thy brother's eye, but considerest not the beam that is in thine own eye?

12. Or how wilt thou say to thy brother, Let me pull out the mote out of thine eye; and, behold, a beam is in thine own eye? Thou hypocrite, first cast out the beam out of thine own eye; and then shalt thou see clearly to cast out the mote out of thy brother's eye. . . .

13. Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you; for every one that asketh receiveth; and he that seeketh findeth; and to him that knocketh it shall be opened. Or what man is there of you, whom if his son ask bread, will he give him a stone? Or if he ask a fish, will he give him a serpent?

14. If ye then, being evil, know how to give good gifts unto your children, how much more shall your Father which is in heaven give good things to them that ask him? Therefore all things whatsoever ye would that men should do to you, do ye even so to them; for this is the law and the prophets. . . .

15. Whosoever heareth these sayings of mine, and doeth them, I will liken him unto a wise man, which built his house upon a rock: and the rain descended, and the floods came, and the winds blew,

and beat upon that house; and it fell not: for it was founded upon a rock.

16. And every one that heareth these sayings of mine, and doeth them not, shall be likened unto a foolish man, which built his house upon the sand: and the rain descended, and the floods came, and the winds blew, and beat upon that house; and it fell: and great was the fall of it.

17. And it came to pass, when Jesus had ended these sayings, the people were astonished at his doctrine: for he taught them as one having authority, and not as the scribes.

New Testament.

EXERCISES. — 1. (1) Who delivered this sermon? (2) Who are blessed? and why? (3) What is said about oaths? (4) How should we treat our enemies? (5) Should we judge others harshly? (6) What does Jesus say of him who finds fault in his neighbor, but does not see his own? (7) What is said about prayer? (8) About our conduct to others?

2. Explain the following: (1) When he was set. (2) The poor in spirit. (3) They which do hunger and thirst after righteousness. (4) The pure in heart. (5) Let your communication be, Yea, yea; Nay, nay. (6) Go with him twain. (7) Salute your brethren. (8) The mote . . . the beam. (9) This is the law and the prophets. (10) As one having authority, and not as the scribes.

3. Parse the italicized words in the following: (1) *Blessed* are they *which* do hunger. See Mason's Gram. 160. (2) They *shall be called* the *children* of God. (3) Let your *communication* be, *Yea, yea.* (4) An *eye* for an *eye.* (5) Go with him *twain.* (6) That ye *be* not judged. (7) *Whom* if his son ask *bread,* will he give him a *stone?* (8) Therefore *all things whatsoever* ye would. (9) As *one* having authority. (10) What is the object of *say* in "I say unto you, That ye resist not evil."

CANADIAN LOYALTY.

Apos'tle, one sent on a mission.
Alle'giance, the duty of a subject to his sovereign or country.
Devel'opment, unfolding, growth.
Ecclesias'tic, a religious teacher.
Excelled', surpassed.
Individ'ual, a single person.
Vet'erans, old soldiers.
Mili'tia, civilians serving temporarily as soldiers.
Or'deal, trial.
Priva'tions, hardships.
Renounce', disown.
Sen'timent, feeling.
Tradi'tions, accounts given orally from one generation to another.

1. What is loyalty itself? It is no other than an attachment to the institutions and laws of the land in which we live, and to the history of the nation to which we belong. It is not merely a sentiment of respect of the country to an individual, or even to the Sovereign. If it gathers round the person of the Sovereign, it is because that Sovereign represents the institutions of the people, the overshadowing laws of the people, the real and essential freedom, and the noblest development of the spirit of the people. 2. Loyalty in its true essence and meaning is the principle of respect to our Sovereign, the freedom of our institutions, and the excellences of our civilization, and it is therefore a feeling worthy to be perpetuated by the people. Shakespeare — that great apostle of human nature — has said: —

> "Though *loyalty*, well held, to fools does make
> Our faith mere folly; yet he that can endure
> To follow with allegiance a fallen lord,
> Does conquer him that did his master conquer."

3. Loyalty is, therefore, faithful to its own principles, whether the personal object of it is in prosperity or adversity. True loyalty is fidelity to the constitution, laws, and institutions of the land, and, of course, to the sovereign power representing them.

4. Thus it was with our Loyalist forefathers. There was no class of inhabitants of the old British-American Colonies more decided and earnest than they in claiming the rights of British subjects when invaded; yet when, instead of maintaining the rights of British subjects, it was proposed to renounce the allegiance of British subjects and destroy the unity of the empire, or "the life of the nation," — then were our forefathers true to their loyalty, and adhered to the unity of the empire at the sacrifice of property and home, and often of life itself. 5. Of them might be said, what Milton says of Abdiel, amid the revolting hosts: —

> "Abdiel, faithful found;
> Unshaken, unseduced, unterrified,
> His loyalty he kept."

Our United Empire Loyalist forefathers "kept their loyalty unshaken, unseduced, unterrified," during seven long years of conflicts and sufferings; and that loyalty, with a courage and enterprise and under privations and toils unsurpassed in human history, sought a refuge and a home in the wilderness of Canada, felled the forests of our country, and laid the foundation of its institutions, freedom, and prosperity.

6. Canadian loyalty is the perpetuation of that British national life which has constituted the

strength and glory of Great Britain, and placed her at the head of the freedom and civilization of mankind. This loyalty maintains the characteristic traditions of the nation, — the mysterious links of connection between grandfather and grandson, — traditions of strength and glory for a people, the violations of which are a source of weakness and disorganization. 7. Canadian loyalty, therefore, is not a mere sentiment, or mere affection for the representative or person of the Sovereign; it is a reverence for, and attachment to, the laws, order, institutions, and freedom of the country. As Christianity is not a mere attachment to a bishop, or ecclesiastic, or form of church polity, but a deep love of divine truth; so Canadian loyalty is a firm attachment to that British Constitution and those British laws, adopted or enacted by ourselves, which best secure life, liberty, and prosperity, and which prompt us to Christian and patriotic deeds by linking us with all that is grand and noble in the traditions of our national history.

8. In the war of 1812 to 1815, of which one of the last and hardest-fought battles was that of Lundy's Lane, which we meet this day, on this historic ground, to celebrate — both the loyalty and courage of the Canadian people were put to the severest test, and both came out of the fiery ordeal as refined gold. In this bloody battle, the Canadian militia fought side by side with the regular soldiers; and General Drummond said, "The bravery of the militia on this occasion could not have been excelled by the most resolute veterans."

9. Such was the loyalty of our grandfathers and fathers, and such their self-devotion and courage in the darkest hour of our country's dangers and sufferings; and though few in number in comparison to their invaders, they had

> "Hearts resolved and hands prepared
> The blessings they enjoyed to guard."
>
> *Rev. Dr. Ryerson.*

NOTE.

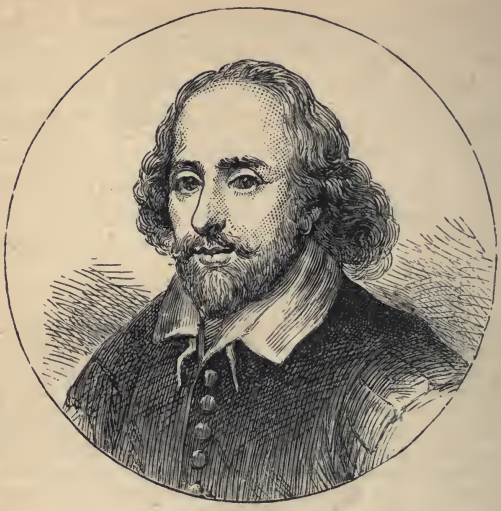
This passage is taken from an address delivered on the anniversary of the Battle of Lundy's Lane, 25th July, 1875. On the 3d of July, 1814, a small British and Canadian force, under General Riall, had been defeated by the United States troops at Chippewa, and after various movements the British commander had taken up a position at Lundy's Lane, in the face of a much larger force of the enemy. Meanwhile General Drummond was hastening from Kingston to Niagara with 800 men to support Riall, whom he met in full retreat from his position. He countermanded the order for retirement, and with his united force of 1,600 men had barely time to take possession of Riall's late camping ground, when he was attacked by the enemy 5,000 strong. The battle began at six in the evening, after Drummond's men had made, in a hot day, the march from Niagara; but though the struggle was kept up in the most stubborn and sanguinary fashion till midnight, the United States army was forced to withdraw, and beat a hasty retreat to Fort Erie. The British loss was 770 killed, while on the side of the invaders 930 were killed, and 300 made prisoners. The year 1814 was the last of the war, as peace was secured by the Treaty of Ghent, which was signed on the 24th December, 1814.

EXERCISES. — 1. Learn the cause of the war of 1812.

2. Commit for recitation section 7.

3. Explain the meaning of the following phrases: (1) That great apostle of human nature. (2) Renounce the allegiance of British subjects. (3) The traditions of our national history.

3. Trace the following words to their Latin origin, and form other words from the same roots: *sentiment, individual, essential, civilization, prosperity, inhabitant, invaded, unity, sacrifice, traditions, liberty, patriotic, celebrate, veteran, prepared.*



William Shakspeare.

APHORISMS FROM SHAKESPEARE.

Aph'orism. An aphorism is a brief and pithy saying, expressing an important truth in few words. It is from the Gr. *apo*, from, and *horos*, a boundary; and is so called because it clearly states a truth, *marking* or *fencing* it off from everything else.

Ad'versaries, those opposed to us. From Lat. *adversus*, turned against; from *verto* (*versum*), I turn. Cognates: *adverse*, *adversity*; *convert*, *conversion*; *pervert*, *perversion*.

Infirm'ities, weaknesses. From Lat. *in*, not, and *firmus*, strong. Cognates: *infirm*, *firmness*, *firmament* (the *firmament* is the strongly-built frame of the sky), &c.

Appar'el, dress (*literally* putting *like* to *like*). From Fr. *appareil*; from *pareil*, like; from Lat. *par*, equal or like. Cognates: *par*, *parity*.

1. (*a*) Truth hath a quiet breast. (*b*) Take all the swift advantage of the hours. (*c*) They sell the pasture now to buy the horse.

2. (*a*) He that is giddy thinks the world turns round. (*b*) Suspicion shall be all stuck full of eyes. (*c*) An honest man is able to speak for himself when a knave is not. (*d*) Though patience be a tired mare, yet she will plod.

3. (*a*) Fears attend the steps of wrong. (*b*) The bird that hath been limed in a bush, with trembling wings misdoubteth every bush. (*c*) When the fox hath once got in his nose, he 'll soon find means to make the body follow.

4. (*a*) 'T is but a base, ignoble mind that mounts no higher than a bird can soar. (*b*) A staff is quickly found to beat a dog. (*c*) Far from her nest the lapwing cries away. (*d*) By medicines life may be prolonged, yet death will seize the doctor too.

5. (*a*) If money go before, all ways do lie open. (*b*) The labor we delight in physics pain. (*c*) Wisely and slow; they stumble that run fast. (*d*) Advantage is a better soldier than rashness.

6. (*a*) Two stars keep not their motion in one sphere. (*b*) Small curs are not regarded when they grin; but great men tremble when the lion roars. (*c*) Hercules himself must yield to odds; and many strokes, though with a little axe, hew down and fell the hardest-timbered oak.

7. (*a*) All that glisters is not gold; gilded tombs do worms infold. (*b*) Wake not a sleeping wolf. (*c*) Kindness is nobler ever than revenge. (*d*) Do

as adversaries do in law, strive mightily, but eat and drink as friends.

8. (*a*) Things in motion sooner catch the eye than what not stirs. (*b*) Coronets are stars, and sometimes falling ones. (*c*) A friend should bear his friend's infirmities.

9. (*a*) Fortune brings in some boats that are not steered. (*b*) Inconstancy falls off ere it begins. (*c*) He that loves to be flattered is worthy of the flatterer. (*d*) Men in rage strike those who wish them well.

10. (*a*) One may smile and smile, and be a villain. (*b*) He jests at scars that never felt a wound. (*c*) Time and the hour run through the roughest day.

11. (*a*) Delight no less in truth than life. (*b*) Suspicion always haunts the guilty mind; the thief doth fear each bush an officer. (*c*) False face must hide what the false heart doth know. (*d*) In a false quarrel there is no true valor.

12. (*a*) 'T is safer to be that which we destroy, than by destruction dwell in doubtful joy. (*b*) Merry larks are ploughmen's clocks. (*c*) The web of life is of a mingled yarn, good and ill together.

13. (*a*) All difficulties are but easy when they are known. (*b*) Fashion wears out more apparel than the man. (*c*) Truth loves open dealing. (*d*) A lover's eyes will gaze an eagle blind.

14. (*a*) Too late winning makes the prize light. (*b*) A little fire is quickly trodden out, which, being suffered, rivers cannot quench. (*c*) Cowards die many times before their death; the valiant never taste of death but once.

15. (*a*) Every one can master a grief but he that has it. (*b*) He that will have a cake out of the wheat must tarry the grinding.

> The quality of mercy is not strained,
> It droppeth as the gentle rain from heaven
> Upon the place beneath: it is twice blest;
> It blesseth him that gives, and him that takes:
> . . . . .
> And earthly power doth then show likest God's
> When mercy seasons justice.

EXERCISES. — 1. Write a short paper on "Honesty and Suspicion," based on some of the foregoing aphorisms.

2. Explain the following sentences and phrases, and give synonyms for the single words: (1) The swift advantage of the hours. (2) Plod. (3) Limed. (4) The labor we delight in physics pain. (5) Adversaries. (6) Infirmities. (7) Run through the roughest day. (8) Dwell in doubtful joy. (9) Fashion wears out more apparel than the man.

3. Give other proverbs from any source containing sentiments similar to those in 3, *a*, *b*, *c*; 4, *d*; 5, *a*, *c*, *d*; 6, *c*; 7, *b*; 9, *a*; 10, *a*, *c*; 11, *b*, *d*; 12, *c*; 15, *b*.

4. Write all the words you know connected with the following English words: *truth*, *take*, *sell*, *buy*, *think*, *turn*, *stick*,[1] *speak*, *follow*, *high*.

5. Give all the words you know connected with the following Latin words: *pasture*, *suspicion*, *patience*, *honest*, *ignoble*, *medicine*, *adversaries*.

6. Write sentences each containing a separate one of the following words: *business* and *profession*; *active* and *diligent*; *delay* and *defer*.

7. Write sentences containing a separate one of the following phrases: *to distinguish one's self in*, *to become celebrated for*, *depend for a subsistence on*, *his strength lies in*.

[1] *Stock*, *stockade*, *stow*, etc.

THE CHRISTIAN'S ENJOYMENT OF NATURE.

He is the freeman whom the truth makes free,
And all are slaves beside. There 's not a chain
That hellish foes, confederate for his harm,
Can wind around him, but he casts it off
With as much ease as Samson his green withes.
He looks abroad into the varied field
Of nature, and though poor perhaps compared
With those whose mansions glitter in his sight,
Calls the delightful scenery all his own.
His are the mountains, and the valleys his,
And the resplendent rivers. His t' enjoy
With a propriety that none can feel

But who, with filial confidence inspired,
Can lift to Heaven an unpresumptuous eye,
And smiling say, "My Father made them all!"
Are they not his by a peculiar right,
And by an emphasis of int'rest his,
Whose eye they fill with tears of holy joy,
Whose heart with praise; and whose exalted mind,
With worthy thoughts of that unwearied love
That planned, and built, and still upholds, a world
So clothed with beauty for rebellious man?

Cowper.

CAUTIONS AND DIRECTIONS FOR READING.

Line 1: Give slight emphasis to *freeman*, but strong emphasis to *truth*. Line 2: Give emphasis to *slaves*, with downward slide. Line 3: Read *hellish* in deeper tone, and in line 4 read *casts it off* bolder and louder, and in line 5 read *Samson his green withes* similarly. Lines 10 and 11: Read *mountains, valleys*, and *resplendent rivers* with swell of voice and force. In line 11: Dwell on *His*, and read *to enjoy*, not *t'enjoy*, dwelling on *joy*. Line 12: Emphasize *none*. On the two following lines lower the pitch, and in line 15 read *My Father*, etc. in higher pitch, with swelling tones and emphasis on *Father*. Line 17: Emphasize *emphasis*, and sound the omitted *e* in *interest*. Line 18: Read *with tears of holy joy* slower, with tremor on *tears*, and slight emphasis on *joy* and on *praise* in line 19. Observe that a question begins on line 16 which ends on *man* in line 22, and give the rising slide strongly to *man*, to mark the earnestness and termination of the question.

THE CAUSE OF TEMPERANCE.

Mus'ter, a gathering.
Mu'tilated, maimed.
Embla'zoned, adorned.
Superstruc'ture, that which is built on something else.
Cope'stone, the finishing stone of a building.
Ush'er in, introduce.
Trel'lised, arranged on a frame.
Cap'itals, upper parts of pillars.

1. Our cause is a progressive one. I have read the first constitution of the first temperance society formed in the State of New York in 1809, and one of the by-laws stated: "Any member of this association who shall be convicted of intoxication shall be fined a quarter of a dollar, except such act of intoxication shall take place on the Fourth of July, or any other regularly appointed military muster." We laugh at that now; but it was a serious matter in those days: it was in advance of the public sentiment of the age. The very men who adopted that principle were persecuted: they were hooted and pelted through the streets, the doors of their houses were blackened, their cattle mutilated.

2. The fire of persecution scorched some men so that they left the work. Others worked on, and God blessed them. Some are living to-day; and I should like to stand where they stand now, and see the mighty enterprise as it rises before them. They worked hard. They lifted the first turf,—prepared the bed in which to lay the corner-stone. They laid it amid persecution and storm. They worked under the surface; and men almost forgot that there were busy hands laying the solid foundation far down beneath.

3. By and by they got the foundation above the surface, and then began another storm of persecution. Now we see the superstructure, — pillar after pillar, tower after tower, column after column, with the capitals emblazoned with "Love, truth, sympathy, and good-will to men." Old men gaze upon it as it grows up before them. They will not live to see it completed; but they see in faith the crowning copestone set upon it. Meek-eyed women weep as it grows in beauty; children strew the pathway of the workmen with flowers.

4. We do not see its beauty yet—we do not see the magnificence of its superstructure yet—because it is in course of erection. Scaffolding, ropes, ladders, workmen ascending and descending, mar the beauty of the building; but by and by, when the hosts who have labored shall come up over a thousand battle-fields waving with bright grain never again to be crushed in the distillery, — through vineyards, under trellised vines, with grapes hanging in all their purple glory, never again to be pressed into that which can debase and degrade mankind; when they shall come through orchards, under trees hanging thick with golden pulpy fruit, never to be turned into that which can injure and debase; — when they shall come up to the last distillery and destroy it; to the last stream of liquid death, and dry it up; to the last weeping wife, and wipe her tears gently away; to the last child, and lift him up to stand where God meant that child and man should stand; to the last drunkard, and nerve him to burst the burning fetters and make a glorious

accompaniment to the song of freedom by the clanking of his broken chains; — then, ah! then will the copestone be set upon it, the scaffolding will fall with a crash, and the building will stand in its wondrous beauty before an astonished world. Loud shouts of rejoicing shall then be heard, and there will be joy in heaven, when the triumphs of a great enterprise usher in the day of the triumphs of the cross of Christ.

John B. Gough.

EXERCISES. — 1. Write a short composition on the "Evils of Intemperance."

2. The speaker refers to the building of a magnificent structure; what does he mean by it? Trace the application throughout, if possible.

3. Explain the meaning of the following phrases: (1) The public sentiment of the age. (2) They lifted the first turf. (3) They see in faith. (4) Burning fetters.

4. Analyze and parse the last sentence of section 2.

5. Make nouns and verbs from each of the following adjectives: *progressive, busy, crowning, bright, thick, golden, glorious, wondrous, astonished.*

The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Await alike the inevitable hour:
The paths of glory lead but to the grave.

. . . . .

Full many a gem of purest ray serene
The dark, unfathomed caves of ocean bear:
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

Gray.

EXERCISE. — Commit these stanzas to memory.

SKETCH OF THE HISTORY OF CANADA.

The history of Canada may for purposes of convenience be divided into three parts: — (1.) the period of discovery, prior to A. D. 1535; (2.) the French period, from 1535 to 1763; and (3.) the English period, subsequent to 1763.

America was discovered in 1492 by Christopher Columbus, who was then in the service of Spain. Five years afterwards Henry VII. of England sent John Cabot on a voyage of exploration, and he visited Labrador, Newfoundland, Prince Edward Island, and Nova Scotia. The French were, however, the real explorers and first settlers of Canada. In 1535 Jacques Cartier, on his second voyage, sailed up the river St. Lawrence and visited the Indian villages on the sites of Quebec and Montreal.

Events of the French Period. 1535–1763.

1. Explorations. — Little attention was paid to Canada till nearly seventy years after the time of Cartier. Samuel Champlain was the first to attempt successfully to colonize the country. He was connected with the founding of Port Royal, Nova Scotia, in 1604, and of Quebec, in 1608. For more than a quarter of a century he continued his efforts in exploring and settling the new country. He travelled through the Province of Ontario, and went south as far as the lake named after him. He took part, unwisely, in an Indian quarrel in this district, and

stirred up the bitter enmity of the Iroquois race against the French. This enmity greatly retarded the growth of the country in after years. The French carried on the explorations west and south of Canada, chiefly through the agency of the Jesuit missionaries. They explored and claimed for France not only what is now called Canada, but a large portion of the United States as well, including parts of New York and Michigan, and the States in the Ohio and Mississippi valleys.

2. CHANGES IN GOVERNMENT. — Canada was a vice-royalty till 1627. The king of France appointed a Viceroy to rule in Canada in his name. In 1627, however, "The Company of One Hundred Associates" was formed, and to them was assigned the government of the country, and the exclusive privilege of trading in it, on condition that they should bring out a certain number of settlers each year. They were allowed to control the affairs of the colony till 1663, when the king established what is called Royal Government. This lasted exactly one hundred years, till the country was given up to the English by the treaty of Paris.

3. GOVERNORS. — There were in all thirteen French Governors from 1663 to 1763. The first was M. de Mèzy, the last was M. de Vaudreuil, and the most important was Count Frontenac.

4. WARS. — The French colonists were almost constantly at war, either with the English colonists to the south of them or with the Iroquois Indians. These Indians, who occupied what is now part of New York State, were the allies of the English. They

kept the French in constant terror by their inroads. In 1680 they made a fierce and unexpected attack on Montreal, and murdered or captured nearly the whole of the inhabitants in a single night. Count Frontenac was the only Governor who was able to make much impression on these warlike Indians.

"*King William's War.*" — When James II. was driven from England by William III., the French took the part of James, and the war thus caused gave rise to a war between the French and English in America. Frontenac, aided by the Huron Indians, planned to drive the English out of New England and New York. He began to attack them both on the sea-coast and along the border. The English colonists raised two armies, to attack the French in Quebec, and in Acadie; one from Boston, the other from New York. The army of the east was commanded by Sir William Phips. He succeeded in taking Port Royal, the chief town of Acadie, and then proceeded to Quebec, but was there defeated by Frontenac. The army of the west was not successful. The treaty of Ryswick, 1697, brought "King William's War" to a close. France and England each had its lost territory restored by this treaty.

"*Queen Anne's War.*" — In 1704 the French again began to attack the British settlers near the border. Deerfield and Haverhill were burned by them, and their inhabitants most cruelly treated. As England was engaged in a great war in Europe, no help could be sent to the colonists, and the outrages by the French continued for six years. Help came at last,

however, and in 1710 General Nicholson captured Port Royal, and named it Annapolis, in honor of Queen Anne. This name it still retains, and the town has since that time remained in possession of the British. In 1713 the treaty of Utrecht gave Acadie, Hudson's Bay Territory, and Newfoundland to the British. This was just fifty years after royal government was established in Canada, and fifty years before the close of French power.

"*Pepperell's Invasion.*"—After the loss of Acadie, the French built a very strong fort on the island of Cape Breton. They named it Louisburg, after their king. It was the key of the St. Lawrence, and it was so near New England that vessels sent from it could easily do great harm to the towns along the coast. The French also made it the base of attack in an attempt to retake Annapolis. The people of New England decided to put an end to such annoyances, and raised an army which, under William Pepperell, succeeded in capturing the fort, in 1745. It was restored to the French, however, in 1748, by the treaty of Aix-la-Chapelle.

"*The Seven Years' War.*"—This war was caused by the attempt of the French to hold possession of the central part of the United States, as well as of Canada. They began to seize all the Englishmen they found in the Ohio valley, and firmly refused even to listen to British officers when sent to treat with them. This showed the British that action was necessary, so they began to build a fort near Pittsburg, in Pennsylvania; but they were driven away by the French, who completed the

fort and named it Fort Du Quesne (*dĕ-cane*), after the Governor of Canada. Other attempts to establish themselves in the Ohio valley failed, and the French remained masters of the situation in 1754. In 1755 General Braddock was sent out to lead the English forces. He decided to attack the French at four places: in the Ohio valley, in the Lake Champlain district, at Niagara, and in Nova Scotia. The Acadians, or French settlers, were expelled from Nova Scotia, because they would not fully submit to the British, and continued to send help to their fellow-countrymen; but all the other attempts made during the year were utter failures. Braddock himself was killed in the Ohio valley. He would not take advice from those who understood the Indian and French method of warfare, and allowed himself to be drawn into an ambuscade. During the next two years the French had matters entirely their own way, and captured the British fort at Oswego, and Fort William Henry, south of Lake Champlain. In 1758, however, the British cause was greatly strengthened by the arrival of General Wolfe and other generals from England. The French were attacked in three places. In the east Amherst and Wolfe secured Louisburg, and in the west Fort Du Quesne was taken and named Fort Pitt (Pittsburg). These successes opened the way to attack from the ocean, and separated the French in Canada from their friends on the Mississippi. In the Lake Champlain district the English were unsuccessful. It is strange that nearly every invading army sent through this

"Lake Gate," by French, English, or Americans, was easily defeated. The year 1759 was one of the most important in the history of Canada. In that year Niagara was captured by Sir William Johnson, and Quebec surrendered to Wolfe. The latter event, so fully described in the THIRD READER, really closed French rule in Canada, although in name the French owned our country till 1763. Montreal surrendered to Generals Amherst and Murray in 1760, and Canada was formally ceded to the British in 1763. The population of Canada and Acadie at the close of the French period was about 90,000.

EVENTS OF THE ENGLISH PERIOD.

(*a*) Prior to 1791. | (*c*) From 1841 to 1867.
(*b*) From 1791 to 1841. | (*d*) From 1867 to 1882.

(*a*) PRIOR TO 1791.

1. WARS.—Two important wars occurred during this period, "Pontiac's War" and the "Revolutionary War." Pontiac was a very able chief, who had been in alliance with the French, and he did not like to see his friends driven out by the British. He planned a wide scheme for the extermination of the English. He captured several forts in the west and southwest of Canada. He maintained a regular siege at Detroit for fifteen months, without success,— a remarkable instance of perseverance on the part of an Indian. It was during this war that Michilimackinac was taken by a stratagem. While a game of lacrosse was being played by the Indians under the pretence of amusing the whites, the ball

was thrown inside by one of the players; the rest rushed in after it and took possession of the fort.

"*The Revolutionary War.*" — The American colonists thought they would be able to induce the Canadians to join them when they revolted. Although chiefly Frenchmen, ruled by England, they refused to do this, and the Americans sent General Montgomery with an army to conquer Canada. The expedition failed. Its commander was killed in an attack on Quebec, and a detachment under Colonel Allen sent against Montreal were made prisoners.

2. CONSTITUTIONAL GROWTH. — From 1760 to 1764 the country was controlled by military power. Then George III. issued a royal proclamation, giving to his new colony the laws of England. This naturally caused great annoyance to the French settlers. Roman Catholics, as in England then and for about sixty years afterwards, were prevented from occupying any offices of state. The British Parliament heard the complaints of the French in a liberal spirit, and in 1774 passed the "Quebec Act." This relieved the Roman Catholics of their state disabilities, and restored the French civil laws, retaining English law in criminal cases. It also provided for the appointment of a Council to advise the Governor. This act gave great satisfaction to the French, and doubtless had much to do with their refusal to join their English neighbors in revolting.

But the English settlers in Canada were annoyed by the provisions of the Quebec Act, and their number increased so rapidly by the influx of

United Empire Loyalists from the United States, that the British Parliament decided to form two Provinces, one for the English and the other for the French. To do this they passed the Constitutional Act in 1791, forming Upper and Lower Canada. It gave a Lieutenant-Governor and an appointed Council to each Province, and also the right of electing an Assembly.

3. PROGRESS. — The population increased to 150,000 in Canada, exclusive of Acadie, during this period. About 10,000 United Empire Loyalists settled in Upper Canada, now Ontario. The British Parliament granted a large sum to make good the losses they sustained through their loyalty to Britain, and gave them free grants of land.

Prince Edward Island became a separate Province in 1770, and New Brunswick in 1784.

The first Canadian newspaper, the *Quebec Gazette*, was issued in 1764, and the first college was founded at Windsor, Nova Scotia, in 1789.

(*b*) FROM 1791 TO 1841.

1. WARS. — *The War of* 1812. — One party in the United States was hostile to England, and ready to seize any opportunity for war. The British Government passed an "Order in Council" prohibiting all foreign vessels from trading with the French, as Napoleon was weakly attempting to blockade the English ports. England also claimed the "Right of Search," in order to examine any foreign vessel for deserters. The ruling party in the United States, knowing that England was fully occupied by the

war with Napoleon, made these orders the pretext for war. The Northern States were very much opposed to the invasion of Canada, but the war party claimed that the Canadians would be glad to get assistance in "breaking from British bonds." In this they were greatly disappointed. Both Upper and Lower Canadians united in the most loyal manner to repel the invaders. The war lasted for three years, and had no effect whatever on its pretended causes. It brought only disgrace to the Americans; but while it troubled Canada on account of matters in which she was not concerned, it united her people, and proved them to be truly brave when called upon to defend their native or adopted country.

In 1812 Canada was invaded at three points: Detroit, along the Niagara frontier, and near Montreal. In each case the invaders were defeated. In the west Fort Michilimackinac was taken. General Brock drove General Hull out of Canada, and with a much smaller force compelled him to surrender at Detroit. In the centre the Americans were defeated at Queenston Heights. In addition to those killed on the field, many were drowned in Niagara River in trying to escape, and a force larger than the entire Canadian army surrendered to General Sheaffe, the leader of the Canadians after the death of the brave Brock, who was killed at the beginning of the battle. In the east the Americans retired after a slight skirmish near Rouse's Point. In 1813 the general plan of the invasion was similar to that of 1812, but the Americans were more successful. In the west they defeated General Proctor and the

celebrated chief Tecumseh, near Moravian Town on the Thames. In the centre they captured Fort York (Toronto) and Fort George (Niagara), but were defeated at Stony Creek, near Hamilton, and at Beaver Dams, near Thorold. In the east two armies were sent to attack Montreal, one by the St. Lawrence and one by Lake Champlain. Both were easily defeated by forces scarcely a tithe of their number; the former at Chrysler's Farm, and the latter at Chateauguay. In 1814 the first invasion was made in the direction of Montreal. It shared the fate of former invasions at La Colle Mill, where a few Canadians checked and defeated the invaders. In the Niagara district, battles were fought at Chippewa and Lundy's Lane. The Americans won the former, but they retreated in great haste after the latter. Peace was declared at Ghent in 1814. The following is a summary of the battles of "The War of 1812," fought in defence of Canada: —

BATTLES.	DATES.	WON BY
Michilimackinac	1812	British.
Detroit	"	"
Queenston Heights	"	"
Rouse's Point	"	"
Moravian Town	1813	Americans.
Fort York	"	"
Fort George	"	"
Stony Creek	"	British.
Beaver Dams	"	"
Chrysler's Farm	"	"
Chateauguay	"	"
La Colle Mill	1814	"
Chippewa	"	Americans.
Lundy's Lane	"	British.

"*The Rebellion of* 1837."—William Lyon Mackenzie in Upper Canada, and Louis Papineau in Lower Canada, had for years led an agitation in favor of responsible government, and other reforms, of an important kind. Failing to secure their objects, they rebelled in 1837. The attempts of both were total failures. After slight skirmishes near Toronto and Montreal, the leaders fled. They aimed at founding a republic, and Mackenzie with a band of roving Americans established himself for a time on Navy Island, in the Niagara River, where he was proclaimed "President of Canada." The most exciting incident in connection with this absurd movement was the burning of the "Caroline," a steamer employed to carry provisions to Mackenzie's band. A few young Canadians seized her one night at her wharf, and, setting fire to her, allowed her to float over the Falls. Mackenzie and his friends had many reasons to complain, but it is a pity that rebellion was associated with reform.

Boundary Disputes.—These took place chiefly with reference to the boundary between New Brunswick and Maine, and nearly led to war. They were finally settled by the Ashburton treaty, which gave the United States seven out of the twelve thousand acres in dispute.

2. Constitutional Growth.—These fifty years are notable for the rise and rule of the "Family Compact," and the struggle for responsible government. The Constitutional Act of 1791 allowed the Governor to appoint his own ministry. It was not necessary for the ministers to be members of Parlia-

ment, and they were in no way responsible to the people. In this way a class was formed, consisting of the Legislative Council, the Cabinet, and their friends whom they had appointed to office throughout the country. This privileged class was named the "Family Compact," and they resented all claims for equal rights made by the people. Such a class could not exist in Canada, however, and its offensive pride led to its own fall. In 1838 Lord Durham reported in favor of a union between Upper and Lower Canada, which was effected just fifty years after their separation. The union brought responsible government, and the "Family Compact" lost its power.

3. PROGRESS.—The population during this period increased over one million, having reached 1,156,000 at its close. Public schools were established by law in Upper Canada, Nova Scotia, and New Brunswick. Several colleges were founded; newspapers increased; a number of banks were opened; regular lines of steamers were established, and leading roads were opened up throughout the country.

Slavery was abolished in Upper Canada in 1793, and declared illegal in Lower Canada in 1803.

Toronto, then called York, became the capital of Upper Canada in 1796. It was founded by Governor Simcoe, because he thought Newark (Niagara) was too near the American frontier. It became a city in 1834. William Lyon Mackenzie was its first Mayor.

(*c*) FROM THE UNION TILL CONFEDERATION.

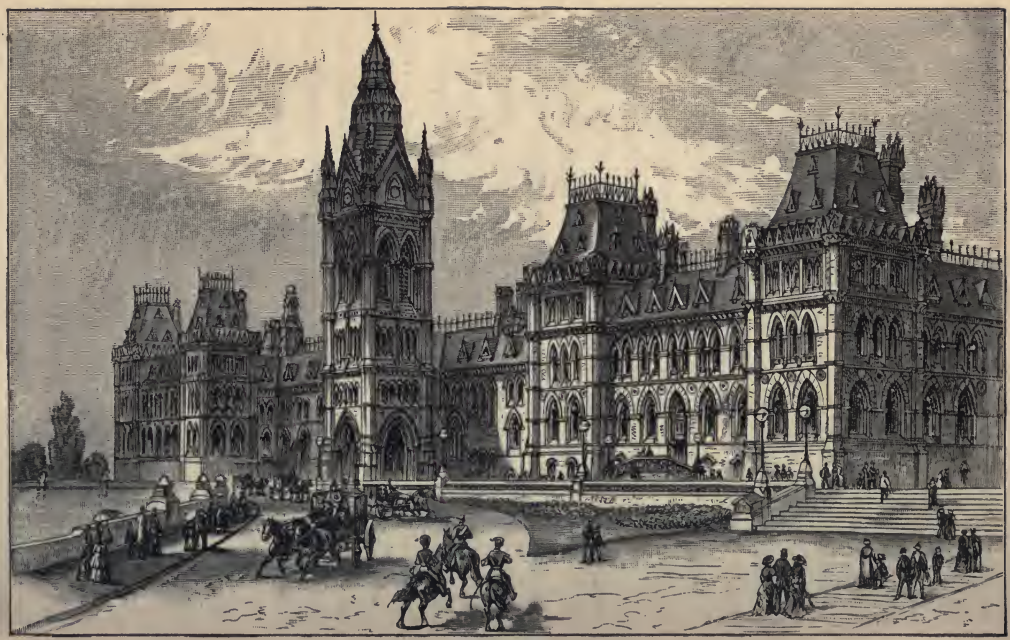
1. CHANGES OF CAPITAL.—Kingston was the first

capital of the united Provinces. Montreal was the seat of government from 1844 to 1849, when it was decided that Parliament should meet alternately in Toronto and Quebec. In 1858 Queen Victoria, by request, selected Ottawa as the capital, and Parliament assembled in that city in 1866.

2. CHIEF PARLIAMENTARY ACTS.—1. *Rebellion Losses Acts.* — There were two of these, one for the relief of loyal persons who suffered loss in Upper Canada, and the other for those in Lower Canada. The latter gave such offence that, when it was assented to by Governor Elgin, the Parliament buildings were burned in Montreal in 1849. This led to the removal of the capital from Montreal.

2. *Distribution of the Clergy Reserves*, 1854. — Large tracts of land were set apart in 1791 for "maintaining the Protestant religion in Canada." The Government decided that only the Church of England had a right to this land; but after a time other denominations demanded a share in its benefits. It was at length determined to sell the land and divide its value among the different municipalities, to be used by them for local secular purposes.

3. *Abolition of Seigniorial Tenures.* — French officers and others had secured large districts in Quebec during the early history of the Province. In some cases as much as 100,000 acres were given to one man. Settlers in these districts were compelled to give these proprietors a portion of all that they raised, and to submit to several oppressive laws. This system greatly retarded the settlement and progress of the country; so it was repealed



Parliament Buildings, Ottawa.

in 1854, and the Seigniors were paid a sum settled by a commission.

4. *Reciprocity Treaty*, 1854. — This provided for the "free interchange of the products of the sea, the soil, the forest, and the mine," between Canada and the United States. It also allowed Canadians to navigate Lake Michigan, and the Americans to trade on the rivers St. Lawrence and St. John. It was abrogated in 1866.

5. *British North America Act.* — In 1864 a convention of representative men from the various Provinces met in Quebec, and agreed on a basis for Confederation. This basis was afterwards adopted by the Canadian Parliament, and the English Parliament passed the British North America Act, uniting Upper and Lower Canada, Nova Scotia, and New Brunswick. The Dominion of Canada was inaugurated on the 1st of July, 1867.

3. FENIAN RAIDS. — An infamous society, whose pretended object was to secure the freedom of Ireland, was formed in the United States. They decided to invade Canada, and in 1866 they crossed the frontier near Buffalo, and plundered the property of a few defenceless people in the district. The whole country was aroused, but after skirmishes at Ridgeway and Fort Erie the Fenians retired to Buffalo to avoid capture. They also threatened the Montreal district, but they were satisfied with merely looking at the Canadian volunteers, and retired in disgrace.

4. PROGRESS. — The country made remarkable advancement in population, commerce, railroads,

and education between the Union and Confederation. In twenty years the population of Ontario had increased more than threefold.

(*d*) From Confederation till 1882.

There have been no very remarkable eras in the history of Canada since Confederation. The Dominion has made steady progress.

1. Territorial Extension. — Manitoba was organized in 1870, British Columbia was admitted to the Dominion in 1871, and Prince Edward Island in 1873. The whole of the great Northwest belongs to Canada, but is not yet organized into Provinces.

2. Parliamentary Acts. — Two are of special importance; the Washington Treaty, and the Pacific Railroad Bill. The first was framed by a Joint High Commission, with representatives from the British Empire, the United States, and Canada. Several questions, among them being the Alabama claims, the Fishery disputes, and the San Juan and Alaska boundary lines, were settled by it, or referred to arbitration. The second was introduced in 1873, with the view of uniting the Pacific with the Atlantic by a railroad on Canadian soil. When finished, it will be the greatest public work of the Dominion.

3. Disturbances. — 1. *Red River Rebellion.*—In 1868 the Canadian government obtained possession of the Hudson Bay Territory. The French half-breeds, led by Louis Riel, formed a government of

their own, and refused to let the Canadian Governor enter. Loyal citizens objected to their course, and one who refused to submit to them was seized and shot after a "mock trial by a rebel court-martial." Sir Garnet Wolseley led an army of Canadian volunteers through the wilderness between Ontario and Manitoba, but Riel fled before his arrival. Canadian authority has since been maintained.

2. *Second Fenian Raid.* — In 1870 the Fenians again gathered on the frontier near Montreal. A few farmers in the district calmly waited until they stepped upon Canadian soil, and then saluted them with a volley from their rifles. The brave Fenians fled in disorder! Their "valiant general," skulking a mile and a half in the rear, was arrested by a United States Marshal, and the President soon after issued an order forbidding future invasions of a similar character.

4. PROGRESS. — The Dominion has made rapid advancement. Three Provinces have been added to the four united by the British North America Act. The great Northwest is being rapidly opened up and settled. The various conflicting interests of the different Provinces have been brought into harmony, and the few causes of discontent which at first existed in some places have been removed. Thorough loyalty to the Dominion is now the sentiment of each Province. The future of Canada is full of hope. With her large territory, her free institutions, her unsurpassed system of education, and her firm devotion to morality and religion, the young Dominion gives promise of a vigorous and pro-

gressive future. Commercially she now ranks fifth among the nations of the world.

5. GOVERNORS SINCE CONFEDERATION.—Lord Monck was Governor at the time the Dominion was inaugurated. Sir John Young, afterwards Lord Lisgar, succeeded him in 1868, and he was followed in 1872 by Lord Dufferin. In 1879 the Marquis of Lorne came to represent his royal mother-in-law.

THE BURIAL OF SIR JOHN MOORE.

1. Not a drum was heard, nor a funeral note,
As his corse to the ramparts we hurried;
Not a soldier discharged his farewell shot
O'er the grave where our hero we buried.

2. We buried him darkly at dead of night,
The sods with our bayonets turning;
By the struggling moonbeams' misty light,
And the lantern dimly burning.

3. No useless coffin enclosed his breast,
Nor in sheet nor in shroud we wound him;
But he lay like a warrior taking his rest,
With his martial cloak around him.

4. Few and short were the prayers we said,
And we spoke not a word of sorrow;
But we steadfastly gazed on the face of the dead,
And we bitterly thought of the morrow.

5. We thought, as we hollowed his narrow bed,
And smoothed down his lonely pillow,
That the foe and the stranger would tread
o'er his head,
And we far away on the billow.

6. Lightly they 'll talk of the spirit that 's gone,
And o'er his cold ashes upbraid him;
But little he 'll reck, if they let him sleep on
In the grave where a Briton has laid him.

7. But half of our heavy task was done
When the bell tolled the hour for retiring,
And we knew by the distant and random gun
That the foe were sullenly firing.

8. Slowly and sadly we laid him down,
From the field of his fame fresh and gory;
We carved not a line, and we raised not a stone,
But we left him alone with his glory.

Rev. Charles Wolfe.

CAUTIONS AND DIRECTIONS FOR READING.

The reading must be in harmony with the character of the poem, — solemn, yet marked by deep, but not violent feeling.

VERSE 3. — Lines 3 and 4: increase the fervor, and assume dignity of expression.

VERSES 4, 5, and 6: again return to the solemn tones, throwing greater tremor into the voice on the 4th verse, and ending the 6th verse with an expression of pride and dignity.

The last verse demands more force and loftiness of tone, rising to its greatest height on the last line. That line must be read slowly, but with full and powerful swell of voice to the end.

MANITOBA.

Amalgama'tion, union; literally the mixing or blending of different things.
Ar'biter, an umpire, one who controls.
A'rea, extent.
Des'tined, marked out.
Exhil'arating, producing happiness.
Fal'low, land left untilled, or ploughed and not sowed.
Luxu'riance, richness; plentiful supply.
Magnif'icent, grand.
Prai'rie, an extensive tract of level or rolling land, with few trees.
Yield, to produce.

1. Manitoba, one of the youngest of the sisterhood of Provinces constituting the Dominion of Canada, is attracting attention in all parts of the world. Previous to its amalgamation with Canada, the magnificent country, lying between the forty-ninth and fifty-fifth parallels of north latitude, and extending from Lake Winnipeg to the Rocky Mountains, was but little known. If we except the settlement along about ninety miles of the Red River, and sixty miles of the Assiniboine, and the trading forts of the Hudson Bay Company, it was the undisturbed home of the buffalo and the untutored savage. 2. Manitoba contains only a portion of what is now often called "the Fertile Belt," the area of which is about 380,000 square miles. The great natural resources of this immense area, and its singularly healthy climate, combine to make it a very land of Goshen for those who find it difficult to make a living in older and more thickly settled countries, and who possess means and energy enough to emigrate. For fertility, the soil is scarcely equalled, and certainly not surpassed. It is a peaty or sandy loam, resting on clay. Its only fault is that it is too rich, crop after crop having often been raised

without either fallow or manure. 3. Nowhere in the world are farms and market gardens more easily made or more cheaply and profitably worked. The bush-farms of Ontario, that required a lifetime to bring them under cultivation, are here unknown. For a comparatively small sum, the payment of which is extended over a period of years, a homestead of one hundred and sixty acres or upwards can be purchased, either from the Dominion government, or from the Hudson Bay or the Canada Pacific Railway Company, both of which own large tracts of land. 4. The settler has no chopping, logging, grubbing, rooting, or burning to do. As a general thing, he can put his plough in the rich, black virgin soil, and run a furrow from end to end of his farm. Many have ploughed and sown and reaped a fair crop the first year. Land broken in the spring or early summer months, and re-ploughed in the fall, is certain to produce a fine harvest the next year. This is the country for steam ploughs, mowers, self-binding harvesters, horse-rakes, steam threshers, and every other kind of farm machinery. The average yield of wheat in Manitoba is twenty-five bushels to the acre, and the grain is both larger and heavier than that grown in any other country in the world. 5. At Edmonton, eight hundred miles west of Winnipeg, wheat grows with equal luxuriance, and has been known to yield from thirty to fifty bushels to the acre. Oats often yield sixty bushels. Cereals of every description do well, and the size and the yield of root crops are simply enormous. The different kinds of grasses can be profit-

ably cultivated, but the wild grasses of the prairie form an almost inexhaustible supply of food for all kinds of live-stock, both in summer and winter, and the recent establishment of large stock-farms on the eastern slopes of the Rocky Mountains shows that the Northwest is believed to be one of the best grazing countries in the world. 6. Wild fruits, viz. strawberries, raspberries, currants, plums, and even grapes, are found in greater or less abundance, in their season. There are immense forests in the neighborhood of Lake of the Woods, containing most of the different kinds of wood employed for manufactures. The districts between Thunder Bay and Lake Winnipeg and the eastern slopes of the Rocky Mountains are thought to possess great mineral wealth. Gold has been discovered in the Saskatchewan, and coal-fields of vast extent and excellent quality are known to exist along the Souris, Saskatchewan, Pembina, Bow, and other rivers. 7. The spring is as early as it is in Ontario. That there are extremes of heat and cold cannot be denied, but the hottest summer day is almost invariably followed by a cool night, and the excessive cold of midwinter is mitigated by the brilliancy of the sun, and the still, dry, and exhilarating atmosphere. The writer has spent thirteen years in Manitoba, and although he has travelled in an open cutter for many miles, at different times, during the most severe weather, he has never been frost-bitten.

8. Undoubtedly there are drawbacks to this new country, yet, notwithstanding, the tide of emigration is rolling westwards. There is room for

hundreds of thousands. Many of those who came to the country poor, a few years ago, are now rich and influential, and it is rare to meet with any one who regrets having come to Manitoba. On the contrary, the country and climate stimulate energy and self-confidence, and there is amongst Manitobans a settled conviction that their prairie Province is destined to become, at no very distant date, the arbiter of the fortunes of the Dominion.

QUESTIONS. — 1. Name the two rivers in Manitoba along which the first settlements were located. 2. What is the area of the Fertile Belt? 3. Name and describe the farm machinery mentioned in the lesson. 4. How far is Edmonton from Winnipeg? 5. What wild fruits are mentioned? 6. Name the rivers along whose banks coal is found. 7. What do the inhabitants think Manitoba will become?

DICTATION. — Learn to write out the names of the rivers mentioned in the lesson.

EXERCISES. — 1. Learn to spell the following words:

Con′-sti-tut-ing	In-ex-haust′-i-ble	Par′-al-lel
In-flu-en′-tial	Ma-chin′-er-y	Ex-hil′-ar-at-ing
At′-mos-phere	Des′-tined	Bril′-lian-cy

2. Parse and analyze section 2, to "emigrate." See Mason's Gram., 492.

3. Add prefixes to the following words: *profitably*, *portion*, *less*, *establish*.

4. Add suffixes to the following words: *severe*, *possess*, *dry*, *rare*, *end*, *rich*, *black*.

5. Make nouns out of the following adjectives and verbs: *immense*, *emigrate*, *heavier*, *grows*, *different*, *followed*.

6. Explain the following phrases: (1) Sisterhood of Provinces. (2) Untutored savage. (3) Natural resources of the country. (4) Cheaply and profitably worked. (5) Oats often yield sixty bushels. (6) The arbiter of the fortunes of the Dominion.

THE RED RIVER VOYAGEUR.

1. Out and in the river is winding
The links of its long, red chain,
Through belts of dusky pine-land
And gusty leagues of plain.

2. Only, at times, a smoke-wreath
With the drifting cloud-rack joins, —
The smoke of the hunting-lodges
Of the wild Assiniboins!

3. Drearily blows the north-wind
From the land of ice and snow;
The eyes that look are weary,
And heavy the hands that row.

4. And with one foot on the water,
And one upon the shore,
The Angel of Shadow gives warning
That day shall be no more.

5. Is it the clang of wild-geese?
Is it the Indian's yell,
That lends to the voice of the north-wind
The tones of a far-off bell?

6. The voyageur smiles as he listens
To the sound that grows apace;
Well he knows the vesper ringing
Of the bells of St. Boniface.

7. The bells of the Roman Mission,
That call from their turrets twain,
To the boatman on the river,
To the hunter on the plain!

8. Even so in our mortal journey
The bitter north-winds blow,
And thus upon life's Red River
Our hearts, as oarsmen, row.

9. And when the Angel of Shadow
Rests his feet on wave and shore,
And our eyes grow dim with watching,
And our hearts faint at the oar,

10. Happy is he who heareth
The signal of his release
In the bells of the Holy City,
The chimes of eternal peace! *Whittier.*

CAUTIONS AND DIRECTIONS FOR READING.

VERSE 3. — Line 1: Lengthen *drearily*. Line 2: Combine rapidly *From-the-land*, but read *ice and snow* slower.

VERSE 4. — Read lines 3 and 4 slower and with more emphasis than the preceding lines, increasing the time on *no more*.

VERSE 5. — Give emphasis and time to *yell*. Read the 4th line like chanting, dwelling softly and echo-like on *tones* and *bell*.

VERSE 7. — Lines 3 and 4: Give emphasis and time to *boatman* and *hunter*.

VERSE 8. — Begin this verse in a lower and more solemn tone. Give emphasis to *mortal* and *hearts*.

VERSE 9. — Read this verse lower than verse 10, and end it with a rising slide; give also a tremulous emphasis to *dim* and *faint*.

VERSE 10. — Read this verse in a higher pitch. Line 1: Emphasize *Happy*, and more slightly *release*. Read the last two lines in full, swelling tones, expressive of triumph, especially *Holy City* and *eternal peace*.

NORTHWESTERN CANADA.

Au'tograph, one's own signature.
Cre'dence, belief.
Croak'ing, discouraging complaints.
Ex'cavated, dug out.
Fosse, a ditch filled with water.
Gigan'tic, immense.
Gla'cis, a slope.
Hay'-swamps, wet patches of land producing grass.
Ignore', to wilfully disregard, to shut one's eyes to.
Illim'itable, boundless.
Lake'lets, small lakes.
Malin'gerer, a soldier who feigns sickness to avoid duty.
Moat, a deep trench round a castle or fortress.
Planta'tion, a space planted with trees.
Ram'part, an elevation of earth round a fortress.
Seclud'ed, shut apart, hemmed in.
Thermom'eter, an instrument for indicating the degree of heat.

1. Beautiful as are the numberless lakes and illimitable forests of Keewaydin, "the Land of the North-Wind," to the east of you, yet it was pleasant to get behind the north wind, and to reach your open plains. The contrast is great between the utterly silent and shadowy solitudes of the pine and fir forests, and the sunlit and breezy ocean of meadow-land, voiceful with the music of birds, which stretches onward from the neighborhood of your city. The measureless meadows, which commence here, stretch without interruption of their good soil westward to your boundary. 2. The Province is a green sea, over which the summer winds pass laden with the scent of rich grasses and flowers, and throughout this vast extent it is only as yet here and there that a yellow patch shows some gigantic wheat-field. Like a great net cast over the whole area, bands and clumps of poplar are everywhere to be met with, and these no doubt, when the prairie fires are more carefully guarded

against, will, whenever they are wanted, still further adorn the landscape. 3. The meshes of this wood netting are never farther than twenty or thirty miles apart. Little hay-swamps and sparkling lakelets, teeming with wild-fowl, are always close at hand; and if the surface water in some of these has alkali, excellent water can always be had by the simple process of digging for it a short distance beneath the sod with a spade, the soil being so devoid of stones that it is not even necessary to use a pick.

No wonder that under these circumstances we hear no croaking. 4. It was remarked with surprise by an Englishman, accustomed to British grumbling, that even the frogs sing, instead of croak, in Canada, and the few letters that have appeared speaking of disappointment will be amongst the rarest autographs which the next generation will cherish in their museums. But with even the best troops of the best army in the world you will find a few *malingerers*, a few skulkers. However well an action has been fought, you will hear officers who have been engaged say that there were some men whose idea seemed to be that it was easier to conduct themselves as became soldiers in the rear than in the front. 5. So there have been a few lonely and lazy voices raised in the stranger press, dwelling upon your difficulties and ignoring your triumphs. These have appeared from the pens of men who have failed in their own countries and have failed here, — who are born failures and will fail till life fails them.

We have found, as we expected, that their tales are not worthy the credence even of the timid. There was not one person who had manfully faced the first difficulties (always far less than those to be encountered in the older provinces) but said that he was getting on well, and was glad he had come; and he generally added that he believed his bit of the country must be the best, and that he only wished his friends could have the same good fortune, for his expectations were more than realized. 6. Favorable testimony as to the climate was everywhere given. The heavy night-dews throughout the Northwest keep the country green when everything is burning in the south; and the steady winter cold, although it sounds formidable when registered by the thermometer, is universally said to be far less trying than the cold to be encountered at the old Puritan city of Boston in Massachusetts. It is the moisture in the atmosphere which makes the cold tell; and the Englishman who with the thermometer at zero in his moist atmosphere would be shivering, would here find one flannel shirt sufficient clothing while working.

7. Nothing can exceed the fertility and excellence of the land along almost the whole course of the Saskatchewan River; and to the north of it, in the wide strip belting its banks, extending up to the Peace River, there will be room for a great population, whose opportunities for profitable cultivation of the soil will be most enviable. The netting of woods of which I have spoken as covering all the prairie between Winnipeg and Battleford, is beyond

that point drawn up on the shores of the prairie sea, and lies in masses of fine forest on the gigantic half-circle formed by the Saskatchewan and the Rockies. 8. It is only in the secluded valleys on the banks of large lakes and in the river bottoms that much wood is found in the Far West; probably owing to the prevalence of fires. These are easily preventible, and there is no reason why plantations should not flourish there in good situations, as well as elsewhere.

In the railway you will have a beautiful approach to the Pacific. The line, after traversing for days the plains, will come upon the rivers, whose sheltering valleys have all much the same character. 9. The river beds are like great moats in a modern fortress. You do not see them till close upon them. As in the glacis and rampart of a fortress the shot can search across the smoothed surfaces above the ditch, so any winds that may arise may sweep across the levels above the river fosses. The streams run coursing along the sunken levels in the vast ditches, which are sometimes miles in width. 10. Sheltered by the banks, knolls, or cliffs, which form the margin of their excavated bounds, are woods, generally of poplar, except in the northern and western fir fringe. On approaching the mountains, their snow caps look like huge tents encamped along the rolling prairie. Down from this great camp, of which a length of one hundred and fifty miles is sometimes visible, the rivers wind in trenches, looking like the covered ways by which siege works zigzag up to a besieged city.

On a nearer view the camp line changes to ruined marble palaces; and through their tremendous walls and giant woods you will be soon dashing on the train for a winter's basking on the warm Pacific.

NOTES.

This selection is taken from the speech delivered by the Marquis of Lorne at Winnipeg, in October, 1881, on his return from an extended tour through North-western Canada.

The term "Keewaydin," amongst some of the Indian tribes means the "Northwest Wind." Longfellow uses it in this sense in the closing lines of his "Hiawatha," two of which are:—

"To the regions of the home-wind,
Of the Northwest-wind Keewaydin."

The name given by Act of Parliament to the district east and north of Manitoba was "Keewatin," but the spelling adopted by Longfellow is preferable.

"Alkali" is the name given to a number of substances, including potash, soda, and lime, which are all soluble in water, and which give the water in which they are dissolved an unpleasant taste, rendering it quite unfit for drinking. Common lye, which is water containing a solution of potash, will afford some idea of the taste and other properties of the alkaline waters of the Northwest.

QUESTIONS.—1. Show if the use of "illimitable" in line 2 is correct. Give the proper word. 2. Describe the contrast referred to in the second sentence. 3. Where is the western boundary of Manitoba? 4. How is the timber distributed through the Northwest? 5. How is the vegetation of that region kept green during the heat of summer? 6. Where are the Saskatchewan and Peace River districts? 7. What appearance do the Rocky Mountains present to the approaching traveller? 8. What are the river-beds like on the plains?

EXERCISES.—1. Give the Latin roots of *illimitable, solitude, interruption, credence, extent, difficulties, population, opportunity, excavated, fortress, surface, Pacific.*

2. Form as many other words as you can from each of these roots.

3. Parse the italicized words in the following expressions: (1) The *land* of the North-wind. (2) *To get* behind the North-wind. (3) *Which* stretches onward. (4) It is only *as yet here* and *there.* (5) Like a great *net.* (6) *These no doubt.* (7) If the surface water in *some* of these *has* alkali.

LINES ON A SKELETON.

1. Behold this ruin! 'T was a skull
Once of ethereal spirit full;
This narrow cell was life's retreat,
This space was thought's mysterious seat.
What beauteous visions filled this spot,
What dreams of pleasure long forgot!
Nor hope nor pleasure, joy nor fear,
Has left one trace of record here.

2. Beneath this mouldering canopy
Once shone the bright and busy eye;
But start not at the dismal void;
If social love that eye employed,
If with no lawless fire it gleamed,
But through the dews of kindness beamed,
That eye shall be forever bright
When stars and suns are sunk in night.

3. Within this hollow cavern hung
The ready, swift, and tuneful tongue;
If falsehood's honey it disdained,
And where it could not praise was chained,
If bold in virtue's cause it spoke,
Yet gentle concord never broke,
This silent tongue shall plead for thee
When time unveils eternity.

4. Say, did these fingers delve the mine?
Or with its envied rubies shine?
To hew the rock, or wear the gem,
Can little now avail to them.

But, if the path of truth they sought,
Or comfort to the mourner brought,
These hands a richer meed shall claim
Than all that wait on Wealth or Fame.

5. Avails it whether bare or shod
These feet the path of duty trod?
If from the bowers of Ease they fled,
To seek Affliction's humble bed,
If Grandeur's guilty bribe they spurned,
And home to Virtue's cot returned,
These feet with angels' wings shall vie,
And tread the palace of the sky.

Anonymous.

DIRECTIONS AND CAUTIONS FOR READING.

VERSE 1. — Line 1: Read *Behold this ruin* slowly and solemnly. Lines 5 and 6: Emphasize *beauteous visions*, and with lesser force, *dreams of pleasure*. Line 8: Emphasize *one* and finish *here* with a rising inflection.

VERSE 2. — Line 2: Give emphasis to *bright and busy*, and increased emphasis to *eye*. Line 3: Read *dismal* with low tremor, but with force. Line 4: Emphasize *love*. Line 5: Emphasize *lawless*. Lines 6 and 7: Emphasize *kindness* and *forever*.

VERSE 3. — Line 2: Give chief emphasis to *tuneful tongue*. The chief words for emphasis in lines 3, 4, 5, and 6 are *falsehood's*, *disdained*, *praise*, *chained*, *concord*, and *broke;* read *praised* with falling, and *chained* with rising inflection. In the last two lines *plead* and *eternity* should receive proper emphasis.

VERSE 4. *Delve the mine* and *rubies shine* are in contrast and must be read with equal emphasis. Line 4: Emphasize *little* and *them*. Lines 5 and 6: Emphasize *truth* and *comfort*. Lines 7 and 8: Emphasize *richer*, *wealth*, and *fame*.

VERSE 5. — Lines 1 and 2: Emphasize *bare*, *shod*, and, more strongly, *duty*. Lines 3 and 4: Give emphasis to *ease*, and tremulous emphasis to *affliction*. Lines 7 and 8: Give emphasis to *feet* and *angels' wings;* give increased force to *palace* and *sky*.

LORD SELKIRK.

Cal'umnies, slanders.
Evict'ed, turned out of home.
Feud, a long and bitter quarrel.
Philan'thropist, a lover of his fellow-men; one who is engaged in works of benevolence.
Pil'lage, robbery, plunder.
Recruit', improve.
Refugee', one forced to flee.
Sci'on, a shoot; a younger member of a family.
Spare, thin.

1. Thomas Douglas, fifth Earl of Selkirk, Baron Daer and Shortcleugh, Fellow of the Royal Society, was the founder of the colony of Assiniboia, which has since become the Province of Manitoba. He was born in June, 1771, and lived an eventful life of forty-nine years, the family seat of St. Mary's Isle, in Kirkcudbrightshire, at the mouth of the Dee, having known him but comparatively little in his adventurous career.

2. He was an author, a patriot, a colonizer, and a philanthropist. Of a perfervid race, he was distinguished for enthusiastic devotion to his projects. The intrepidity of the Douglases, the perseverance of the ancient family of Mar, and the venturesomeness of the house of Angus, were all his inheritance by blood descent. The spirit and daring of his Selkirk ancestor, Theobald the Fleming, survived in his descendant. The life of the persecuted but persevering Earl of Selkirk shows that he was a worthy scion of his race. In his times of greatest difficulty, if he needed the inspiration to be got from an ancestral succession of noble deeds, of these noble deeds there was no lack.

3. In person he was tall and spare, fully six feet in height, and possessed of a pleasant countenance. Though from the south of Scotland, and without a

drop of Celtic blood in his veins, his love for the Highland race had enabled him to take up their language while rambling in their beautiful glens. The first company of emigrants, nearly one hundred in number, that in 1811 went out under his auspices to colonize the Red River valley, was made up of Highland and Irish Celts, who were forced to leave their farms and seek elsewhere the subsistence denied them in their native places.

4. The route taken by the intending colonists was by sea to York Factory on Hudson's Bay, where the party wintered, and thence over land to the spot selected by their patron and secured to him by special grant from the Hudson Bay Company, of which he was himself a member. This first expedition was followed by others, and after suffering considerable hardships the colonists began to find themselves in a fair way for doing well. 5. Unfortunately, however, the feud between the Hudson Bay and Northwest Companies brought upon them the hostility of the latter, and from 1814 to 1820 the settlers were exposed to all kinds of injury, including pillage and murder.

The avowed object of the fur-traders was to prevent the settlement of the country, and for a time, in spite of the extraordinary personal exertions of Lord Selkirk, they succeeded. 6. He paid his first and last visit to his colony in 1817, after a voyage by way of Lake Superior, one winter having been spent at Montreal and another at Fort William on the way. After organizing the colony on a better basis than heretofore, and

spending some time in different parts of Canada in connection with lawsuits growing out of the Red River troubles, he returned to Scotland with his health broken down by the hardships he had endured, and died in 1820 in the south of France, whither he had gone to recruit.

7. Public sentiment has recognized Lord Selkirk as worthy of honor, and his name has been indelibly fixed in the Canadian Northwest. A leading county of Manitoba has been called after him, and so has the spot below the rapids of the Red River. Fort Daer, remembered by the Selkirk refugees in their early winterings, situated in the angle of the Red and Pembina Rivers, bore one of their patron's titles. In the city of Winnipeg, at the base of the peninsula of Point Douglas, is still pointed out the site of Fort Douglas, commemorative of the family name of the colonizer.

8. The founder of the Red River settlement was pursued during the last few years of his life by the bitter hostility and persistent calumnies of his fur-trading enemies; but his efforts to found a new colony as a place of refuge for tenants evicted in the mother land were not entirely unappreciated in his own day, and they will be more fully appreciated as the nature of the object he had in view and the extent of the sacrifices he made come to be better known.

9. Would that there were more of the class of men like Lord Selkirk, of large-hearted sympathy, to assist the settlers in a new land with the means of comfort and enlightenment! Numerous state-

ments may be found in the works of his friends, that he lived before his time, — lived, fifty years too soon. No, not fifty years too soon! It is true he suffered a wearisome persecution. It is true he may have had heart-burnings at the baseless charges hurled at him before the British public, whose opinion he valued as a high-minded and sensitive man. But that he broke down single-handed a system of terrorism in the heart of North America; that he established a thriving colony; the good he did, the vision he cherished, and the untainted and resolute soul he bore, — these are his reward. *Abridged from Prof. Bryce's "Manitoba."*

NOTES.

The Celtic race was one of the earliest to migrate from Asia into Europe. The Celts occupied France and the whole of the British Islands within historic times. There is still a large admixture of the Celtic element in the French people; in Britain the modern descendants of the Celts are in Wales, the Highlands of Scotland, and certain districts in Ireland.

The Hudson Bay Company, with its headquarters in London, England, based its claim to the Red River country on a charter granted by Charles II. to certain "merchant adventurers." The Northwest Company had its head-quarters in Montreal, and was made up chiefly of Canadian merchants and adventurers. The former carried on its trade by way of Hudson's Bay, the latter by way of the Ottawa and the Great Lakes, using canoes and crossing from Lake Superior to Red River by way of Rainy River, Lake of the Woods, and Winnipeg River. The companies came into conflict in the interior as early as 1774, and the bitter and bloody feud lasted till 1821, when they were amalgamated.

QUESTIONS. — 1. How did the families of Douglas, Mar, and Angus become prominent in Scottish history? 2. Where is York Factory, and what is here meant by a "factory"? 3. Describe in detail the canoe route from Montreal to Red River. 4. What is meant by the Canadian Northwest?

EXERCISE. — Write from memory an account of Lord Selkirk.

THE SOLDIER'S DREAM.

1. Our bugles sang truce, — for the night-cloud had lowered,
And the sentinel stars set their watch in the sky;
And thousands had sunk on the ground overpowered,
The weary to sleep, and the wounded to die.

2. When reposing that night on my pallet of straw,
By the wolf-scaring fagot that guarded the slain,
At the dead of the night a sweet vision I saw;
And thrice ere the morning I dreamt it again.

3. Methought from the battle-field's dreadful array
Far, far, I had roam'd on a desolate track,
Till Autumn; and sunshine arose on the way,
To the house of my fathers, that welcomed me back.

4. I flew to the pleasant fields, traversed so oft
In life's morning march, when my bosom was young;
I heard my own mountain-goats bleating aloft,

And knew the sweet strain that the corn-reapers sung.

5. Then pledged we the wine-cup, and fondly I swore
From my home and my weeping friends never to part;
My little ones kissed me a thousand times o'er,
And my wife sobbed aloud in her fulness of heart.

6. "Stay, stay with us! — rest! thou art weary and worn!"
(And fain was their war-broken soldier to stay;)
But sorrow returned with the dawning of morn,
And the voice in my dreaming ear melted away!

Campbell.

DIRECTIONS AND CAUTIONS FOR READING.

Guard carefully against verse accent. The accent comes, with some exceptions, on every third syllable. In the first line it comes on *bu* in *bugles*, on *truce*, *night*, and *low*. A slight pause on the accented word, and, when practicable, on the *unaccented* word, as *sang* and *cloud*, followed by another pause, will prevent this tendency. Again, if *sentinel stars* and *set their watch* be read in equal time and with almost equal emphasis, the defect will be prevented.

Avoid dropping the voice at the end of every line; also avoid ending each last line with a rising inflection. Give a falling inflection at the end of the line when it completes a thought and does not refer to the next line. Mark the distinction between *dropping* the voice and giving a falling inflection.

THE GREATNESS OF ENGLAND.

Accu'mulated, heaped up.
Applica'tion, employment.
Cap'ital, the money for carrying on business.
Crea'ture, a thing made.
Despite', a stronger form for *spite*.
Degen'eracy, becoming weak or base.
Extract'ed, taken out.
Employed', made use of.
Geograph'ical, on the earth's surface.
Inven'tions, contrivances for increasing the productiveness of labor.
Indefat'igable, that cannot be wearied out.
Indus'trial, requiring labor.
Integ'rity, wholeness, uprightness.
Preserved', saved.
Pre-em'inence, foremost position.
Ti'tle, a claim.

1. We rest in the confident belief that England, in despite of her burdens and her disadvantages, will maintain her commercial pre-eminence among the nations of the world, provided only she can also maintain, or rather also elevate, the moral and spiritual life of her own children within her borders. Her material greatness has grown out of the power and integrity of individual character. It is well to talk of our geographical position; but this does not alone make a nation great in industrial pursuits. 2. There is our mineral wealth: not probably so much greater than that of other lands, as earlier extracted and employed; and whence proceeded that earlier extraction and application? There is our capital, the fruit of our accumulated industry: why does this exceed the capital of other nations, but because there was *more* industry, and therefore more accumulation? 3. There are our inventions: they did not fall upon us from the clouds, like the Ancilia of Rome; they are the index and

the fruit of powerful and indefatigable thought applied to their subject matter. It is in the creature MAN, such as God has made him in this island, that the moving cause of the commercial pre-eminence of the country is to be found; and his title to that pre-eminence is secure, if he can in himself but be preserved, or even rescued from degeneracy.

W. E. Gladstone.

NOTES.

Mr. Gladstone, in this passage, dwells upon the truth, that even wealth and commerce depend upon the moral and spiritual condition of a nation.

The *Ancīlé* was a sacred shield, said to have fallen from heaven in the reign of Numa, one of the early kings of Rome. The priests declared that the Roman state would continue so long as this shield remained in Rome. Numa accordingly ordered eleven shields (ancīlia) exactly like it to be made, so that any person attempting to steal the true shield might not know which it was.

QUESTIONS. — 1. What is the confident belief here mentioned? 2. On what does England's power of maintaining her commercial pre-eminence depend? 3. Out of what has her material greatness grown? 4. Why was the mineral wealth of England developed earlier than that of other countries? 5. What is the moving cause of England's commercial pre-eminence? 6. How can the title to that pre-eminence be made secure?

EXERCISES. — 1. Explain: (1) Commercial pre-eminence among the nations. (2) Material greatness. (3) Integrity of individual character. (4) Capital, the fruit of accumulated industry. (5) Thought applied to their subject matter. (6) Preserved or rescued from degeneracy.

2. (*a*) Make out a list of the chief minerals found in Great Britain; state how they occur in nature; (*b*) show why iron and coal are the most valuable of all minerals to a country.

3. Parse the italicized words in: (1) *Provided only* she *can* also *maintain*. (2) *It is well to talk*. (3) As *earlier extracted*. (4) *Fruit* of our industry. (5) It is in the creature *man*. (6) The moving cause is *to be found*.

THE SILENT SEARCHERS.

1. When the darkness of night has fallen,
And the birds are fast asleep,
An army of silent searchers
From the dusky shadows creep;
And over the quiet meadows
Or amid the waving trees,
They wander about with their tiny lamps
That flash in the evening breeze.

2. And this army of silent searchers,
Each with his flickering light,
Wanders about till the morning
Has driven away the night.
What treasures they may be seeking
No man upon earth can know;
Perhaps 't is the home of the fairies
Who lived in the long ago.

3. For an ancient legend tells us
That once, when the fairy king
Had summoned his merry minstrels
At the royal feast to sing,
The moon, high over the tree-tops,
With the stars refused to shine,
And an army with tiny torches
Was called from the oak and pine.

4. And when, by the imps of darkness,
The fairies were chased away,

The army began its searching
At the close of a dreary day;
Through all the years that have followed
The seekers have searched the night,
Piercing the gloom of the hours
With the flash of the magic light.

5. Would you see the magical army?
Then come to the porch with me!
Yonder among the hedges
And near to the maple tree,
Over the fields of clover
And down in the river-damp,
The fire-flies search till the morning,
Each with his flickering lamp.

Henry Ripley Dorr.

DIRECTIONS AND CAUTIONS FOR READING.

Read the first two stanzas quietly.

VERSE 1. — Line 3: Emphasize *silent searchers.* Lower the voice slightly in the 4th line, but raise it on *creep.* 7th line: Begin the reading lower, dwell on *wander*, give a rising inflection to *lamps*, and in line 8 emphasize *flash.*

VERSE 2. — Read the 6th line with a little greater emphasis, and on the last line prolong slightly *long ago.*

VERSE 3. — Line 2: Lower the pitch slightly from *when the fairy* to *king.* Lines 5 and 6: Give some emphasis to *moon, stars*, and especially to *refused to shine.* Lines 7 and 8: read *army with tiny torches* with force.

VERSE 4. — Read the 3d line with greater force than the two preceding lines. Read similarly the 6th line. Emphasize *Piercing* in the 7th line, and *flash* and *magic* in the 8th.

VERSE 5. — Line 1: Emphasize *see*, and with less force *magical.* Line 2: Emphasize *porch.* In line 3 from *among* to *river-damp*, depress the voice and read faster all the intervening words; then in line 7 emphasize *fire-flies, search*, and with less force *morning.* In line 8 read the last two words slower and with force.

APPENDIX A.

BIOGRAPHICAL NOTICE OF AUTHORS.

Addison, Joseph (1672–1719), was the son of a clergyman. After graduating at Oxford, he travelled on the Continent for some time. On his return to England he wrote (1704) a poem, "The Campaign," celebrating the victory of Blenheim; this procured him an office under government. But he is best known by the "Spectator," a periodical containing essays on society, fashion, character, criticism, religion, and various other topics, all in a most pleasing, graceful style. His tragedy "Cato" was "the delight and admiration of the town" (1713).

Anonymous Poem. — The author of the "Lines on a Skeleton," on page 287, has never been discovered. The poem was found in 1822, by the curator of the Museum of the Royal College of Surgeons, attached to one of the skeletons, and published first in the London Morning Chronicle, the editor of which vainly offered a reward of fifty guineas for the discovery of the writer.

Browning, Robert (1812—), is one of the most eminent of the English poets of the 19th century. He married, in 1846, Elizabeth Barrett, who, under the name of Elizabeth Barrett Browning (1809–61), was also one of the noted poets of the period. Of his numerous works the "Dramatic Lyrics" are the best known; two of these are especially popular, — "The Pied Piper of Hamelin," and "How they brought the Good News from Ghent to Aix."

Byron, George Gordon, Lord (1788–1824), was one of the greatest masters of the art of versification that England has produced. He was born in London, but spent part of his childhood in Aberdeen with his mother. At the age of eleven he succeeded to the estate and title of his grand-uncle. In 1807 he published a volume of minor poems, "Hours of Idleness," which was severely criticised in the Edinburgh Review. He replied to the critique some months afterwards in his "English Bards and Scotch Reviewers," which brought him at once into notice. After spending some time in travel, he published the first two cantos of his "Childe Harold's Pilgrimage." His marriage was unhappy, and the subsequent separation from his wife brought him into public odium. He left England intending never to return. He again spent some time in travelling through Europe, finally taking up his abode in Italy, where he wrote many of his poems, including the third and fourth cantos of "Childe Harold," "The Corsair," "The Bride of Abydos," "Parisina," "Beppo," "Mazeppa," "Manfred," "Cain," and "Don Juan." Near the close of 1823, he went to Greece to assist the insurgents with money and personal services; but he caught a fever and died at Missolonghi two weeks after his arrival there.

Campbell, Thomas (1777–1844), a celebrated English poet, native of Glasgow. After a successful career at college, he lived for a time in the Highlands, the grand scenery of which filled him with delight. He tried to study law, but abandoned it for literature. Among his longer poems the best known are "Pleasures of Hope," "Gertrude of Wyoming," and "Castle of Indolence"; among his shorter ones, "The Soldier's Dream," "Lochiel's Warning," and the splendid battle-pieces, "Ye Mariners of England," "Hohenlinden," and "Battle of the Baltic." He died at Boulogne while on one of his many tours abroad.

Carlyle, Thomas (1795–1881), was a native of Dumfriesshire, Scotland. After spending a few years in teaching, he devoted himself to literary work. Some of his most important productions were the result of his close study of German literature, which he was the first to make familiar to English readers. His most famous works are "Sartor Resartus," "The French Revolution," "Letters and Speeches of Oliver Cromwell," and his "History of Frederick the Great." He died in 1881, leaving an autobiography and other writings which have since been published.

Chaucer, Geoffrey, has been very appropriately called the "Father of English Poetry." Previous to his time it seemed doubtful whether French, or Latin, or English would ultimately become the literary language of England, but he settled that question in favor of the last. His "Canterbury Tales" is the first great English poem of any kind, and by its intrinsic excellence it is entitled to a place amongst the greatest poems the language can boast of. Chaucer was, like so many other English poets, a busy man of the world. Born in London in 1328, he received a good education, and afterwards served with some distinction in the French wars of Edward III. He was also successful as a courtier and diplomatist. He died in 1400, and was the first of the long line of famous men whose ashes repose in the Poet's Corner of Westminster Abbey.

Cowper, William, was one of the most eminent poets of the eighteenth century. By his writings he did much towards paving the way for the revival in English literature which followed the French Revolution. He was born in 1731, his father being chaplain to George II. and his uncle Lord Chancellor. The poet was physically weak, and so sensitive in disposition that he became subject to spells of morbid melancholy. He studied law, but never practised. While residing with Mrs. Unwin at Olney, he composed many hymns which have long been deservedly popular. His humorous ballad entitled "John Gilpin" first brought him into public notice as a poet, but his fame rests upon "The Task," a poem in blank verse, in the course of which he deals with social and political topics, and furnishes many charming descriptions of natural scenery. Toward the end of his life, he again fell into a state of despondency, which left his mind clouded to the last. His death took place in 1800.

Dawson, John William, LL.D., was born in 1820 at Pictou, Nova Scotia, and was educated there and at the University of Edinburgh. In 1850 he was appointed Superintendent of Education for Nova Scotia, and in 1855 became Principal of McGill University, Montreal.

Dickens, Charles (1812–1870), a distinguished English novelist. After spending some time as a lawyer's clerk and a reporter for the London journals, he commenced his literary career with his "Sketches by Boz." Ever a close observer, he was accustomed to walk about the streets of London at all times of day and night, mingling with every class and character of people, noting their manners, customs, style of talk, and everything peculiar in them. These all reappear in his novels. Many of his works have a special object in view. In the Pickwick Papers he attacks the iniquities of a debtor's prison; in "Nicholas Nickleby," the wickedness of the private schools of Yorkshire; in "Oliver Twist," the cruelties and tyranny of the poor-house. His "Christmas Stories" (contributed for the most part to "Household Words," a magazine of which he was for a long time editor) draw charitable attention to the struggling, virtuous poor. He sought in his own way to do good, and, while giving pleasure, to educate the heart as well as the head. His principal works besides those mentioned are "David Copperfield," "Martin Chuzzlewit," "The Old Curiosity Shop," "Dombey and Son," and "Bleak House."

Disraeli, Benjamin, an English statesman, orator, and novelist, was born at London, of Jewish extraction, in 1805. After some time spent

in the study of law, he commenced in 1826 to contribute to political journals, and in 1827 published his first novel, "Vivian Grey." This was followed at brief intervals by a number of others, including "Coningsby," "The Sibyl," and "Tancred." He became a member of the House of Commons in 1837, and his first speech in Parliament is said to have been a ridiculous failure, but he ultimately won a high position as a parliamentary debater. He was for many years the most prominent member of the Conservative party, and an active politician. Towards the latter part of his career he published two additional novels, "Lothair" and "Endymion." He died in 1881, having some time before been raised to the peerage as Lord Beaconsfield.

Eliot, George (1820–1881), whose real name was Marian C. Evans, was born in Warwickshire, England. Her career as a novelist began with the publication of "Scenes from a Clerical Life"; this was followed by "Adam Bede," "The Mill on the Floss," "Silas Marner," "Romola," "Felix Holt, the Radical," "Middlemarch," and "Daniel Deronda,"—all, except Romola, the scene of which is laid in Florence, dealing with English social life, for the most part outside of the large cities. George Eliot is one of the greatest of English novelists; her insight into human motive and human character is wonderfully keen and true, while her descriptive powers are of the highest order. "In all her novels she instils her own faith in 'plain living and high thinking,' by showing that it is well in life to care greatly for something worthy of our care, choose worthy work, believe in it with our souls, and labor to live, through inevitable checks and hindrances, true to our best sense of the highest life we can attain."

Frechette, Louis Honoré, was born at Levis, Quebec, in 1839, and received his education at Nicolet College. He was called to the bar in 1864, but has devoted most of his time to literature and journalism. In 1879 he received the distinguished honor of being laureated by the French Academy for his literary merit.

Gladstone, William Ewart, one of the most noted statesmen England has ever produced, is at the same time a distinguished orator and author. He was born in Liverpool in 1809; and after receiving a training at Eton, he graduated at Oxford, at the age of twenty-two, with the honor of standing first, in his year, in both classics and mathematics. In the following year he was elected to the House of Commons as a Conservative, but he gradually drifted towards the Liberal party, the leadership of which he still holds (1883). In spite of his busy political life, Mr. Gladstone has found time to devote to literature. He has written many brief political treatises, some of which had a great effect in their own day upon public opinion, while all of them, as well as his speeches, bear the stamp of genius. His chief literary work is the "Juventus Mundi," a treatise on the gods and men of the mythical age of Greece. Mr. Gladstone has also written poetry, but to no great extent; one of his best efforts is a singularly felicitousLatin rendering of the well-known hymn, "Rock of Ages," in which he has preserved the form and rhythm as well as the spirit of the original.

Grant, George Munroe, D.D., was born in Nova Scotia in 1835. After receiving his preliminary training in his native place, he took a complete arts and divinity course in Glasgow University, and in 1861 returned to Nova Scotia to enter the ministry of the Presbyterian Church. He was for fifteen years the pastor of a Halifax congregation, and during that period took an active part in educational work. He resigned this position to become Principal of Queen's College, Kingston.

Hawthorne, Nathaniel (1804–1864), an American author regarded as the greatest prose-writer of his country. His "Twice Told Tales" is a collection of tales of American life and character originally contributed to magazines. Many of his writings are pervaded by a feeling of mystery

and gloom, arising from the character of the author himself. Purity of thought characterizes all he wrote, and very many of his productions are intended to teach lessons of the highest morality. Hawthorne filled several subordinate offices under government, the most important being that of U. S. Consul at Liverpool. Among his works are "The Scarlet Letter," "Mosses from an old Manse," "The Marble Faun," "The House of the Seven Gables," and "The Blithedale Romance."

Hughes, Thomas (1813—), an English writer, chiefly on social subjects; he has always taken an interest in the working classes, endeavoring to introduce a spirit of manliness into all the affairs of life. In 1856 he published "School Days at Rugby," based, it is said, upon his own experience; in 1861 this was followed by "Tom Brown at Oxford." Mr. Hughes was formerly a member of Parliament, but has recently been appointed to a puisne judgeship.

Hunt, Leigh (1784–1859), an English poet and essayist. While associate editor of the Examiner, he was condemned to imprisonment for libelling the Prince Regent, afterwards George IV. This penalty made him popular for a time, but he failed to maintain himself in public favor. Among his voluminous writings are many beautiful minor pieces.

Longfellow, Henry Wadsworth (1807–1882), a native of Portland, Maine, is, with the exception of Tennyson, the most popular and widely read poet of the present day. After graduating at Harvard in 1825, he was appointed a Professor at Bowdoin College, but spent three years in travelling in Europe in order to fit himself for the duties of his office. In 1835 he became Professor of Modern Languages at Harvard, and again spent a year in travel. His poems, which are numerous, are marked by simplicity, purity, and grace of language, and by an earnest and high moral tone. His principal works are "Voices of the Night," "Evangeline," "Hiawatha," and "Tales of a Wayside Inn." His shorter pieces, however, are the best known. In addition to his original works he made many translations from foreign languages, among others "The Divine Comedy" of the Italian poet Dante.

Lowell, James Russell (1819—), an American poet and humorist. He succeeded Longfellow in 1855 as Professor of Modern Languages and Literature in Harvard, and was for some years editor of the Atlantic Monthly and also of the North American Review. His most famous work is "The Biglow Papers," a collection of poems in Yankee dialect; but his other poems possess a very high degree of merit. Mr. Lowell is also a pleasing writer of prose and an acute critic. After representing his country at Madrid, Mr. Lowell was appointed in 1880 United States Minister to Great Britain.

Lynch, John Joseph, D.D., was born in County Monaghan, Ireland. He was educated partly in Dublin and partly in Paris. After being engaged for some years in teaching in his native country and the United States, he was in 1859 appointed coadjutor Roman Catholic Bishop of Toronto. In the following year he became Bishop, and in 1870 was created Archbishop.

McGee, Thomas D'Arcy, was born in Ireland in 1824. He joined the "Young Ireland" party, and after the uprising of 1848 had to take refuge in the United States. He migrated to Canada in 1857, taking up his residence in Montreal, and was elected soon afterwards a member of Parliament. His public career was cut short by assassination in 1868.

Moodie, Mrs. Susannah, was born in England in 1803, and had won some celebrity as a writer before her removal to Canada, in 1831. Her husband was for some time sheriff of Hastings.

Moore, Thomas (1779–1852), the most popular of Irish poets, was born and educated in Dublin. His minor poems are his best, but he wrote one of considerable length, "Lalla Rookh," Eastern tales supposed to be told by a young poet to a princess, daughter of the Emperor Aurungyzebe, on her journey from Delhi to Cashmere, to wed her affianced husband. His Irish melodies have retained their popularity undiminished, and deservedly so. Among these are "The Harp that once through Tara's Halls," "The Meeting of the Waters," "She is far from the Land," "The Last Rose of Summer," and "Come, rest in this Bosom."

Miller, Hugh (1802–1856), was a distinguished Scottish writer and geologist. At the age of sixteen he was apprenticed to the trade of stone-mason; and he worked at this business from that time till he was thirty-three. In the year 1840 he became editor of the Edinburgh Witness; and in the course of the same year published a work which at once made him famous, — "The Old Red Sandstone; or, New Walks in an Old Field." Not only did the book contain wonderful discoveries, but it was written in a simple, clear, and forcible style. After a life of hard literary labor, he died near Edinburgh, in the year 1856. Besides several works on geology, he is the author of "My Schools and Schoolmasters; or, The Story of my Education."

Milton, John (1608–1674), is the greatest epic poet of England, and one of the greatest epic poets the world has ever produced. He inherited from his father a taste for music, and received from him an excellent education. He was intended for a learned profession, but never devoted himself to one, and early in life commenced the writing of poetry. His celebrated "Hymn on the Nativity of Christ" was written when he was just twenty-one. His "Comus," "L'Allegro," "Il Penseroso," and "Lycidas," all of surpassing excellence, were composed while he resided, still a young man, at his father's country home in Buckinghamshire. After some time spent in travelling, chiefly in Italy, where he met Galileo, he returned to England and took the popular side in the struggle between Charles I. and the Parliament. His pen was an effective and ready weapon of both defence and offence on that side, and he was equally ready in his mother tongue and in classical Latin. Much of his prose writing of this period is unworthy of him, but some of it has a permanent literary and political value. He held for a time the position of secretary to Oliver Cromwell, for which his liberal instincts and his knowledge of Latin eminently fitted him. After the restoration of the Stuarts, he devoted himself, in comparative obscurity and in total blindness, to the production of his greatest works: "Paradise Lost," "Paradise Regained," and "Samson Agonistes." The first ranks with the Iliad, and the Æneid, as one of the great trio of epics which have never been equalled. The second is admittedly inferior as an epic. "Samson Agonistes" is one of his most perfect productions; it is a drama of the ancient Greek form, and in it is breathed forth the gloomy grandeur of Milton's later mental condition.

Punshon, Rev. William Morley, was born in 1824 in England, where he became one of the most eloquent divines of the Methodist communion. In 1868 he came to Canada and spent here the next five years, returning in 1873 to England, where he died.

Ryerson, Adolphus Egerton, D.D., was born in the county of Norfolk, Ontario, in 1803. He belonged to a U. E. Loyalist family, his father having been a soldier during the Revolutionary War. He received his early education at the Hamilton Grammar School, and in 1825 entered the ministry of the Methodist Church. In 1844 he became Chief Superintendent of Education for Upper Canada, and this position he filled until his resignation in 1876. His death took place in 1882. Dr. Ryerson wrote a great deal, but most of his writings had reference to educational subjects. His chief work is a history of "The Loyalists of America."

Sangster, Charles, was born in Kingston in 1822. The circumstances of his early life prevented him from obtaining the advantages of a liberal education, but he has done much by perseverance to overcome this difficulty. His most important poem is "The St. Lawrence and the Saguenay."

Scott, Sir Walter (1771-1832), the great novelist and poet, was born in Edinburgh. Part of his childhood was spent near Melrose, in the Border district, where he acquired a fondness for the traditions of that locality. His first literary efforts were translations from the German, but his first work of importance was his "Border Minstrelsy," a collection of ballads of unknown authorship, taken down by Scott from the lips of the old peasant-folk chiefly. This was followed in 1805 by his "Lay of the Last Minstrel," in 1808 by "Marmion," and in 1810 by "The Lady of the Lake." He wrote several other romantic poems of the same class, but these are the best and most popular. In 1814 appeared anonymously his first prose romance, "Waverley," followed from that time till 1829 by about thirty others, the whole now bearing the title of "Waverley Novels." In 1820 Scott was made a baronet. Unfortunately, the publishing house with which he had connected himself failed (1826) with heavy liabilities; Scott determined to pay them all, and in four years' time over half the amount required was earned by his pen; but the over-exertion brought on paralysis; he went abroad for his health, but returned within a year to die, at his home of Abbotsford on the Tweed.

Shakespeare, William, the greatest dramatist of any age or country, was born at Stratford-on-Avon, in England, in 1564. Although he was a prominent man even in his own day, comparatively little is known about his life. He was born in a humble sphere, and before he was nineteen he had married Anne Hathaway, who was some years his senior. At twenty-two he went to London and engaged in theatrical work there, but how he came to seek a living this way is not known. He began his theatrical life as an actor, in which profession he acquired a good deal of prominence; and, according to the custom of the time, he was also extensively employed as a playwright, that is, in adapting old plays to the stage in his own theatre. In company with Greene, Marlowe, and Burbage, — the last an actor only, — he was for some time a prominent member of the Earl of Leicester's dramatic company at the Blackfriars' Theatre, for the stage of which he produced many of his early plays. In 1593 and following years he published his poems, "Venus and Adonis," "Rape of Lucrece," and "Sonnets." The money he had made by the exercise of his literary and histrionic talents he invested in the new Globe Theatre, of which he became part proprietor, and for which the rest of his plays were written. The production of these extended over many years, and they embrace a wide range of subject and treatment, from the most laughable of comedy to the deepest of tragedy. During this period were produced most of those plays of his that are still frequently acted, such as "Hamlet," "Othello," "Julius Cæsar," "Macbeth," "Richard III.," &c. He wrote in all thirty-five complete plays, and assisted in the production of several others that are still extant. He retired from professional life with an ample competence at the comparatively early age of forty, and died at his Stratford residence at fifty-three. His plays were not published, except surreptitiously, during his life, and in the case of some of them it is now quite impossible to say even when they were written.

Shelley, Percy Bysshe (1792-1822), was one of the very greatest of English lyric poets; his language is most exquisite, — beautiful, expressive, and melodious. A tone of earnestness runs through all his writings. He strove by word and deed to do good to his fellow-men, but unfortunately the example he set, and the advice he gave, were not always the best; "he was the purest, gentlest, most lovable of men." He left England in 1818, and took up his residence in Italy, here he was drowned by the

upsetting of his boat in the Gulf of Spezzia, but his body was recovered and burnt, the ashes being buried in the Protestant cemetery in Rome. His longer pieces are "Queen Mab," "Revolt of Islam," "Alastar," and the dramas "Prometheus Unbound" and "The Cenci"; among his shorter poems the best known are "The Sensitive Plant," "Ode to the Skylark," and "The Cloud."

Taylor, Bayard (1825–1878), an American poet and traveller. After learning the trade of a printer, he spent some time in travelling through Europe, and his account of his trip won him a good literary position. In 1846 he became attached to the staff of the New York Tribune, to which journal many of his sketches and poems were contributed.

Tennyson, Alfred (1810—), one of the most noted English poets of the 19th century. He displayed early a fondness for writing poetry, and published his first collection of poems in 1830. Others appeared in 1832 and in 1842. In 1847 he published "The Princess." His best known poems are "In Memoriam" and "Idylls of the King." His later works are "Queen Mary," "Harold," "The Falcon," and "The Cup," all dramatic in form. He has held the position of Poet Laureate since 1850, and in that capacity wrote "The Charge of the Light Brigade," and many other patriotic and loyal pieces. His words, for the most part Anglo-Saxon, are very carefully selected and harmoniously arrayed. For a number of years past he has led a very retired life in the Isle of Wight, but by no means indifferent to the progress around him.

Whittier, John Greenleaf (1807—), a member of the Society of Friends, is one of the most eminent poets of the United States, taking rank with Longfellow in popular esteem. He spent some years in the work of journalism in his early life, but was drawn into the movement for the abolition of slavery, which he powerfully aided by his pen. His poems are characterized by graceful diction, pleasing fancy, absolute purity, and a deep sympathy for his fellow-men.

Wilson, Daniel, LL.D., was born at Edinburgh in 1816. He was educated at the University of his native city, and early devoted himself to literature and antiquarian researches. In 1853 he was appointed Professor of History and English Literature in University College, Toronto, and in 1880 was made President of the same institution. His best known work is his "Prehistoric Man," published in 1863.

APPENDIX B.

ETYMOLOGY.

ENGLISH OR TEUTONIC PREFIXES.

A (a broken-down form of *an*)= at, to, on, in....Afoot, aboard, ashore, astern, afield, abed. It is also found in composition with adjectives, as *alive*, *aweary*. *Ago* is a pared-down form of *agone*.

Be....A particle which has three functions: (1) It makes transitive verbs out of intransitive, as befall, bemoan, bewail; (2) It makes verbs out of adjectives or nouns, as bedew, befriend, bedim, benumb; (3) It strengthens transitive verbs, as bespatter, bedazzle. It is also used with French words, as *betray*, *besiege* (to seat all around), *becalm*.

Fore, before....Foretell, &c.

Mis (connected with the verb *miss* and the O. E. noun *mis*, evil)....Misspell, misgive, mistrust.

To, this....To-day, to-night.

Un = not. The corresponding Latin negative prefix is *in*....Unrest, undress; unwise, untrue, unbind, undo. But it is also joined to words of Latin origin, as in *unable*, *uncourteous*.

With, against or away (a short form of the O. E. *wider*, against)....Withdraw (*a drawing-room* is a *withdrawing-room*), withstand, withhold.

ENGLISH OR TEUTONIC SUFFIXES.

Ard or **art** (from *hard*), much given to, accustomed to....Dullard, drunkard; laggard, dotard (a man given to *doting*), braggart, dastard (connected with *daze*). It is used also with Latin and French words, as in *standard* (from *extendo*, I stretch out or display), *coward* (from Norman French couard, *a hare*, — Latin cauda, *a tail*).

Dom, sway, place of rule, or condition....Kingdom, Christendom, heathendom (Tennyson has *heathenesse*), earldom, thraldom (the condition of being a *thrall* or slave), freedom, wisdom(from *wise*). It also combines with the Greek word *martyr*, a witness, in *martyrdom*.

El, or **le**, or **l**, a diminutive or combinative....Dabble (*dab*); dazzle (*daze*); dribble (*drop*); drawl (*draw*); draggle (*drag*); dwindle (*dwinan*, to fade away); gamble (*game*, the *b* is a cushion between the two liquids *m* and *l*); grapple (*grab*, or *grip*, or *grasp*, formerly *graps*); kneel (= to keep on the *knee*); nestle; snivel (*sniff*); straddle (*stride*); swaddle (*swathe*); throttle (*throat*); trundle (*trend*); wrestle (*wrest* or *wrist*); waddle (*wadan*), to go.

En = to make....Blacken, whiten, fatten, sweeten, slacken. From nouns: Strengthen, lengthen, frighten.

En=made of....Wooden, golden, linen (from O. E. *lin*, flax), heathen (a dweller on the heath).

Er, frequentative....Batter (*beat*); fritter (*fry*, from Latin *frigere*, to roast); flitter, flutter (*flit*); glimmer (*gleam*); glitter (*glow*); patter (*pat*); sputter (*spit*); wander (*wend*).

Hood (from O. E. *had*), a condition....Manhood, wifehood, childhood, boyhood, livelihood, hardihood. It also makes collective nouns, as in brotherhood, sisterhood. The same word is found in the form *head* in *godhead*.

Kin, a diminutive....Lambkin, manikin, bumpkin, pipkin (=a little 'pipe' — of wine). It combines largely with proper names. Thus we have Wilkins (= Wilkin's son, the son of little Will); Perkins (= Peterkin's son); Hawkins (the son of little *Hal* or *Harry*); Simpkins (from *Simon*); Hodgkins (from *Hodge* or *Roger*).

Ling, a double diminutive = el + ing....Duckling, gosling, stripling (from *strip*), worldling, darling (= dear + el + ing), starveling, hireling.

Ly, a broken-down form of *like*....Goodly, heavenly, earthly.

M makes nouns out of verbs....Bloom (from *blow*); seam (*sew*); qualm (*quail* and *quell*).

Nes (a form of the word *nose*) makes abstract nouns out of adjectives....Goodness, redness, witness (from the verb *witan*, to know).

Ock, a diminutive....Bullock, hillock.

Ship (a form of *shape*), condition....Lordship, friendship, scholarship, worship (= worthship), hardship. It is found also in the form of *scape* in *landscape* (which Milton writes *landskip*). Compare *skipper* and *shipper*.

Some, given to. It makes an adjective out of a verb or noun....Winsome, tiresome, quarrelsome; buxom (from *bugan*, to bend or yield; from which also come *bow* and *bough*. *Buxom* in the fourteenth century meant *obedient*).

Ster, an agent....Gamester, punster, tapster. It was originally a feminine suffix; and thus we had in O. E. baker, baester; spinner, spinster; brewer, brewster; weaver, webster; and others. Baxter, Webster, and Brewster are now only used as proper names. Dempster (from *doom*) was the old word for a judge. Its old function was forgotten when the French ending *esse* was added in *songstress* and *seamstress*.

Ward, inclining to....Northward, southward, backwards, forwards. A *froward* boy (one who turns from the right) is the opposite of a *toward* boy. Awkward comes from the O. E. *auk*, contrary, wrong.

Y makes an adjective out of a noun or verb....Bloody, dirty, greedy; sticky, sundry (from *sunder*, compare *several* and *sever*), weary (from *wear*).

LATIN PREFIXES.

A, ab, abs, from or away....Avert (*I turn away*); abjure (*I swear away*); abstract (*I take away*). One *b* is lost in *abridge*, which comes (through Fr.) from *abbreviare*, to make short.

Ad, to, takes the form of ac, af, ag, al, ap, ar, as, at....Adapt (*I fit to*); adore (*I pray to*); accumulate (*I heap to*); affix (*I fix to*); aggravate (*I load on to*); alleviate (*I make lighter*); appeal (*I call to*); arrive (*I come to the bank*); assail (*I leap to or against*); attend (*I stretch or listen to*).

Con, with, takes the forms of co, con, col, cor....Conduct (*I lead with*); coeval (*of the same age with*); compact (*a bargain with*); collate (*I compare with*); correct (*I make right with*). Co is found also with purely English words, as in *co-worker*.

Contra, against, takes the forms of contro and counter....Contradict (*I speak against*); controvert (*I turn against*); counterwork (*I work against*). So also counterbalance and counterweight.

Dis, apart, takes the forms of di and de.....Disarm (*I take the arms from*); dismember (*I take the limbs apart*); defer (*I put off*); depart (*I go away from*). It combines also with English words, as in *disown, dislike, disband, distrust*.

E or ex, out of, takes the form of ec and ef....Educe (*I lead or bring out*); exhale (*I breathe out*); expatriate (*I drive out of the patria or fatherland*); efface (*I wipe out*). After passing through Fr., the *es* is cut down to an *s*. Thus *sample* is a shortened form of *example;* scorch of *excortico*, I take the bark off; and *scourge* of *ex* and *corrigo*, I chastise thoroughly.

In, in or into, with verbs, takes the forms of il, im, and ir....Invade (*I go into*); illusion (*a playing into*); imbibe (*I drink into*); impel (*I push into*); irrigate (*I run water into*). Through Fr. it becomes *en* or *em*, as in *endure, engage, embalm, embrace*.

In, a prefix meaning *not*, with adjectives, takes the forms of il, im, and ir. ...Insecure; illiberal, illegal; impious, improper, impolitic; irregular, irrational.

Ob, against, takes the form of oc, of, and op. . . .Object (*I throw myself against*); occur (*I run up against*); offend (*I strike against*); oppose (*I place myself against*).

Per, through, takes the form of **pel**. . . .Perfect (*I do or make thoroughly*); perform (*I shape thoroughly*); pellucid (*clear through and through*). In one word it becomes **pil**. *pilgrim* (from Ital *pellegrino*, —from Lat. *peregrinus*, a wandering *through* the fields). Through Fr. it becomes pur in *pursue* (I follow thoroughly).

Pro, forth, on or before, takes the forms of **pol** and **por**. . . .Promote (*I push on*); proceed (*I go on*); pollute (lit. *to flow over*); portend (*I stretch forth and indicate*).

Re, back or again, becomes red before a vowel. . . . Rebel (*I make war against*); reduce (*I bring back*); redeem (*I buy back*, from *emo*). It combines also with English words: *rebuild, remind, reopen, reset*.

Sub, under, up from below, takes the forms of **suc, suf, sum, sup, sur, sus**. . . .Subject (*I throw under*); succor (*I run under to help*); suffer (*I bear under*); suggest (*I bring to from under*); summon (*I call from below or secretly*); suppress (*I push under*); surrogate (*a person called from under to assist in an office*); suspend (*I hang under*). Combined with English words in *sublet*, etc.

Super, over, above, moreover, besides.

IMPORTANT ONES OMITTED.—amb, or am, *ambiguous, ambition*, etc.; ante or anti; circum or circu; de, *denote*, etc.; extra, or inter, or intro; post; prae or pre; præter or preter; se or sed, *seduce*, etc., *sedition*, etc.; subter, *subterfuge;* trans or tra; ultra; retro, *retrograde*.

LATIN SUFFIXES.

Able, ible, and **ble,** from *ilis,* capable of, or fit for. . . .Culpable (*blamable*); probable (*capable of being proved*); flexible (*bendable*). It combines also with English words in *teachable, eatable,* etc.

Age, from Late Lat. *gium*; from Lat. *aticum*. . . .Voyage (from *viaticum*); homage (from *homagium*); mirage (from Low Lat. *maritagium*). This suffix frequently combines with English words: *tillage, bondage, windage, breakage,* etc.

An, ane, from Lat. *anus,* related to or connected with. . . Pagan (a man in a *pagus* or canton); publican (a man connected with the public taxes); humane (related to *homo,* man). Surgeon has been contracted from chirurgeon (from *chirurgianus,* a handicraftman); sexton from sacristan; and mizen (mast) from Late Lat. *medianus* (middle).

Ance, ancy, ence, ency, from Lat. *antia* and *entia,* from abstract nouns. . . .Instance; infancy (the state of being an *in-fans,* a non-speaker); indulgence; decency. Found in combination with English words in *grievance, hindrance, forbearance, furtherance.*

Cle, cel, or **sel,** from the Lat. diminutive *culus* or *cellus*. . . .Uncle (from *avunculus,* a little grandfather); carbuncle (literally, a small live coal), from *carbo,* a coal.

El, le, or **l,** from Lat. *ula* or *ulum*. . . .Angle (a little corner); buckle (a little cheek from the miniature face which was generally placed in front of the tongue of the buckle); castle (*castellum,* a little *castrum* or fort).

Er, eer, or from Lat. *arius,* a person with functions. . . .Archer (*arcuarius,* a bowman, from *arcus,* a bow); usher, a doorkeeper (from *ostiarius,* from *ostium,* a door); councillor.

Ice, from Lat. *itia,* a mark of an abstract noun. . . .Avarice, justice, service (from *servitium*), solace (from *solatium*).

Ile, or **il,** from *ilis,* capable of, or fit for. . . .Fragile (*breakable,* contracted through Fr. into *frail*); able (from *habilis,* capable of having or holding); agile (*fit to act*).

In, ine, from *inus,* with the same meaning as the last. Divine (related to the *divi,* the gods); saline (from *sal,* salt); marine (related to *mare,* the sea); canine (related to *canis,* a dog).

Ion, tion, or **sion,** from Lat. *ionem, tionem,* or *sionem,* forms abstract nouns. . . .Opinion; commendation; occasion. Several of these words have doublets, by having passed through Fr. Thus *potion* has *poison; tradition, treason; redemption, ransom; benediction, benizon; malediction, malison; oration, orizon; ration, reason; faction, fashion; lection, lesson.*

Ment, from Lat. *mentum,* which denotes an act or instrument....Ornament (from *orno,* I deck); instrument (from *instruo,* I build up); experiment (from *experior,* I try). Combined with English words in *bewitchment, fulfilment, endearment, atonement* (the bringing together into one, = at one, of two estranged persons), *wonderment.* We also find in older English, *oddments, needments, eggement* (= *egging on*).

Or or **er,** from Lat. *or,* a personal ending....Doctor (from *doc-eo,* I teach); governor (from *guberno,* I steer); compiler.

Ose or **ous,** from Lat. *osus,* full of....Jocose (full of *joci,* jokes); verbose (full of *verba,* words); famous (full of *fama,* fame); glorious (full of *gloria,* glory). Righteous is a false spelling of the O. E. *rihtwis.*

A large number of important Latin suffixes are omitted. — See Mason's Grammar (135, 136).

LATIN ROOTS.

Ago (act-um), I drive or do....Act, action; agile, agility; agent, agency; (combined with *con*) coagulate, cogent.

Amo (amat-um), I love; amicus, a lover or friend....Amateur (through Fr.); amatory; amicable; amiable; amity; (combined with *in,* not) inimical, enmity.

Annus, a circle or year....Annual, annals, anniversary; annuity; (combined with *bis*, twice) biennial; (with *mille*, a thousand) millennium; (with *super*, over) superannuate.

Apto (aptat-um), I fit....Adapt, adaptation, aptitude, ineptitude.

Cado (cas-um), I fall....Cadence; case, casual; (combined with *ad*, to) accident; (with *in*, on) incident; (with *con*, together, and *in*, into) coincide; (with *de*, down) deciduous; (with *ob*, against) occasion.

Cædo (cæs-um), I cut or kill....Cæsura (a cutting in verse); combined with *con*) concise; (with *de*, down) decide, decisive; (with *rex*, *reg-is*, a king) regicide; (with *sui*, of one's self) suicide.

Cano (cant-um), I sing....Cant; (through Fr.) chant, chanticleer, enchant; (combined with *ad*, to) accent; canto (through It.); (combined with *re*, back or again) recant; incantation.

Capio (capt-um), I take or seize....Capable, capability, capacious, capacity, captive; (through Fr.) caitiff; (combined with *ad*, to) accept; (with *ante*, before) anticipate; (with *ex*, out of) except; (with *re*, back) recipient, receptive; (through Fr.) conceive, receive, etc.

Caput (capit-is), the head....Cap, cape (a headland), capital, capitation, captain; (combined with *de*, from) decapitate; (with *præ*, in front) precipate; (with *re*) recapitulate; (through Fr.) chapter, chaplain, chaplet, chief, chieftain.

Cavus, hollow....Cavity, concave, cave, excavate.

Cedo (cess-um), I go or yield....Cede, cession; (combined with *ad*, to) accede, accession; (with *con*) concede, concession; (with *præ*, before) precede, precedence; (with *re*) recede; (with *se*, apart) secede, secession; (with *sub*, under or after) succeed, success, succession.

Celeber, famous....Celebrate, celebrated.

Centum, a hundred....Century, cent, centurion, centipede, centenary, centigrade, centennial, centuple.

Claudo (claus-um), I shut....Clause; (with *con*) conclude, conclusion; (with *ex*) exclude, exclusion; (with *se*, apart) seclude, seclusion; (through Fr.) close, closet, disclose, disclosure.

Clino (used chiefly with prefixes *de*, *in*, *re*), I bend....Incline, decline, recline.

Cognosco (cognit-um), I know....Cognition, recognize, recognition.

Colo (cult-um), I till or cultivate....Colony, colonial, colonist; (with *ager*, *agri*, a field) agriculture, agricultural, agriculturist; (with *hortus*, a garden) horticulture, horticultural; (with *flos*, *flor-is*, a flower) floriculture.

Cor (cord-is), the heart....Cordial, accord, discord, concord, concordance.

Credo (credit-um), I believe...Credible, credit, discredit, accredit, creditable, credence, credulous, creditor, credulity.

Creo (creat-um), I make....Create, creation, recreation, creature, creator.

Cura, care....Cure (of souls), curate, curacy, curious (lit. *full of care*); (with *ad*) accurate; (with *pro*, for) procure, procuracy (shortened into *proxy*); (with *se*) secure, security; (through Fr.) sure, surety. (Thus *sure* and *surety* are doublets of *secure* and *security*.)

Curro (curs-um), I run....Current, currency, curricle, curriculum; cursory; (with *in*, against) incur, incursion; (with *ob*, against) occur, occurence; (with *re*) recur, recurrence; (with *ex*, out of) excursion, excursive; (through Fr.) course, concourse, discourse; succor.

Dico (dict-um), I say or speak.... Dictate, dictator, dictation; (with *in*, on) indicate, indicative, index; (with *inter*, between) interdict, inderdictory; (with *verus*, true) verdict; (through It.) ditto (= the said).

Dies, a day, diurnus, daily....Diary, diurnal, diet (an assembly); meridian (from *meredies*, mid-day). Through Fr. *jour*: Journal, journey, journeyman; adjourn, adjournment.

Divido (divis-um), I divide....Divide, division, divisor, dividend.

Do (dat-um), I give....Date (of place or time), with *ad*, to add, addition; (with *con*) condition; (with *e*, out) edit, editor, edition; (with *trans*, across) tradition; (through Fr.) treason, traitor.

Duco (duct-um), I lead or draw....Ductile, ductility; (with *aqua*, water) aqueduct; (with *via*, a way) viaduct; (with *con*) conduce, conduct, (the same word through Fr.) conduit; (with *in*) induce, induct, induction;

(with *intro*, within) introduce, introduction, introductory; (with *pro*, forth) produce, production, producible; (through Fr.) duke, ducat; (the same word through It.) doge.

Esse, to be....Essence, essential.

Facies (ficies in compounds), the face....Face, surface, superficial, facial, defaced, preface, efface.

Facilis (ficilis in compounds), easy....Facile, difficult, facilitate, faculty.

Facio (fact-um), I make or do....Fact, faction (the same word through Fr.) fashion; (with *ars*, *art-is*, an art) artifice; (with *ad*) effect; (with *bene*, well) benefice; (with *con*) confection, (through Fr.) comfit; with *de*, from) defect, deficient, defective; (with *per*, through or thoroughly) perfect, perfection. (The following have had their letters changed by passing through Fr.: Feat, defeat; feature; officer; profit.)

Fero, I bear or carry. ..Fertile, fertility; (with *con*) confer, conference; (with *de*, down) defer, deference, deferential; (with *dis*, apart) differ, different, difference; (with *in*, not) indifferent; (with *ob*, against) offer, offering, offertory; (with *pro*, forth, or in front) proffer; (with *re*, back) refer, reference; (with *sub*, under) sufferance; (with *trans*, across) transfer, transference; (with *lux*, *luc-is*, light) lucifer; (with *vox*, *voc-is*, a voice) vociferate.

Fides, faith....Fidelity, infidel.

Fido, I trust....Confide, fiduciary.

Fortis, strong....Fortify, fort, fortress, comfort, comfortable, effort.

Frango (fract-um), I break....Fragile, (the same word through Fr.) frail; fraction, fractional, fracture; (with *re*, back) refractory; (with *in*, not, and *re*) irrefragable; (through Fr.) osprey (from *os*, *oss-is* a bone, *ossifraga*, a bone-breaker); (with *saxum*, a stone) saxifrage.

Fugio (fugit-um) I flee....Fugitive, refuge, refugee, subterfuge.

Gradior (gressus), I step or go; gradus, a step....Grade, gradual, gradient, graduate; (with *ad*, to) aggression, agressor; (with *con*) congress; (with *de*, down) degrade: (through Fr.) degree; (with *in*) ingredient, ingress; (with *dis*, apart) digression; (with *retro*, back) retrograde; (with *trans*, across) transgress.

Habeo (habit-um), I have; I dwell....Habit, inhabit, habiliment, habitat, cohabit.

Hæreo (hæs-um), I stick....Adhere, adhesion, adherence, cohere, cohesion, coherence.

Hostis, an enemy. . . .Hostile, hostility, host (an army).

Insula, an island. . . .Insular, insulate, peninsula.

Jacio (jact-um), I throw; jaculor, I hurl. . . .(With *ab*, away) abject; (with *ad*) adjective; (with *con*) conjecture; (with *de*, down) dejected, dejection; (with *inter*, between) interjection; (with *ob*, against) object, objective, objection; (with *pro*, forth) project, projectile; (with *e*, out) eject and ejaculate; (through Fr.) jetty.

Jungo (junct-um), I join. . . .Juncture, (same word through Fr.) jointure; junction, adjunct; conjunction, (through Fr., *joindre*) conjoin; (with *sub*, under) subjunctive. Through Fr.: Joiner, joint, enjoin, disjoin; rejoinder.

Lego (lect-um), I gather or read. . . .Legend (=something to be read), legible, legibility; lecture, lecturer; (with *con*) collect, collection; (with *e*, out of) eligible, elect, election; (with *inter*, between) intelligible, intellect, intellectual; (with *re* and *con*) recollect, recollection; (with *se*, apart) select, selection.

Lex (leg-is), law....Legal, illegal, legislate, legitimate, legitimist.

Liber (libr-i), free....Liberty, liberate, liberality.

Limes (limit-is), a boundary....Limit, limitation, illimitable, unlimited.

Ludo (lus-um), I play....Illusion, illusory, delude, delusion, elude, ludicrous.

Manus, a hand. . . .Manual; (with *a*, from or by) amanuensis; (with *bis*, twice) bimanous; (with *quattuor*, four) quadrumanous; (with *facio*, I make) manufacture; (through Fr.) manage, maintain (from *maintenir*); manœuvre (*œuvre*, a work), manure.

Medius, the middle....Medium, mediate, immediate, mediator, intermediate.

Merx (merc-is), merchandise. . . .Commerce, mercantile, mercer, merchant (through the French).

Migro (migrat-um), I wander. . . .Migrate, migratory, emigrate, emigration, immigration, transmigration.

Mirus, wonderful. . . .Admire, admiration, miracle, miraculous.

Mitto (miss-um), I send. . . .Mission, missionary; admit, admission; commit, committee, committal, commission, commissioner; (with *per*, through) permit, permission; (with *re*, back) remit, remittance, remission; (with *ob*, away) omit, omission; (with *sub*, under) submit, submission. Through Fr. : Mass, message, messenger. (The *n* is intrusive or inorganic—like the *n* in nightingale, porringer (from porridge), passenger, etc. In the fourteenth century, *messager* and *passager* were always written.)

Mors (mort-is), death. . . .Mortal, immortal, mortuary, mortify, mortmain (from *manus*).

Moveo (mot-um), I move. . . .Motion, remove, remote, commotion, motor, motive, movable, movement.

Nascor (nat-us), I am born. . . .Nascent; natal, native, nation, national, nature, natural; (with *con*) cognate; (with *in*, in) innate; (with *præter*, beyond) preternatural. Through Fr. : Renaissance.

Navis, a ship. . . .Naval, navigate, navigable, navy.

Omnis, all. . . .Omnipotent, omnipresent, omniscient, omnivorous, omnibus.

Os (or-is), the mouth; oro (orat-um), I pray. . . .Oral; oration, (the same word through Fr.) orison; orator, oratory; orifice; adore; (with *in*, not, and *ex*, out of) inexorable; (with *per*, thoroughly) peroration, etc.

Paro (parat-um), I make ready. . . .Prepare, repair (restore), reparation.

Partior, I divide; pars (part-is), a share. . . .Part, partner, parse, partial, particular; particle (from *particula*, a little part), (the same word in Fr. form) parcel; (with *de*, away or from) depart, departure.

Pasco (past-um), I feed. . . .Pastor, pasture, repast.

Pater (patr-is), a father. . . .Paternal, patriot, patriotism, compatriot, repatriate.

Pax (pac-is), peace. . . .Pacify, pacific.

Pello (puls-um), I drive. . . .Compel, compulsion, repel, dispel, propel, repellent, impel, impulsive, repulse.

Pendeo, I hang. . . .Pendent, depend, dependent, dependant, independent, suspend, append, appendix.

Pendo (pens-um), I make to hang or weigh. . . .Pensive, pension; compensate, compensation; (with *dis*, apart) dispense, dispensary; (with *ex*, out) expend, expense, expensive; (with *stips*, a gift) stipend, stipendiary; (with *ad*, to) appendix. Through Fr. poise, equipoise.

Pene, almost. . . .Peninsula, penultimate, penumbra.

Pes (ped-is), the foot. . . .Pedal, pediment (in architecture); (with *bis*, twice) biped; (with *centum*, a hundred) centipede; (with *ex*, out of) expedite, expedient; (with *in* or *im*, in) impediment.

Plaudo (plaus-um), I clap the hands. . . .Plaudits, plausible, applaud; (with *ex*, out) explode, explosive, explosion.

Plico (plicat-um or plicit-um), I fold. . . .Ply, pliant, pliable, apply, comply, reply, imply, implicate, complicate.

Pono (posit-um), I put or place. . . .Post, pose, compose, composure, composite, compositor, composition; (with *de*, down) deponent, deposit, deposition; expose, exposition; (with *re*, back) repose; (with *sub*, under) suppose, supposition. Through Fr. : Depot (a short form of deposit); provost (from *præpositus*, set over).

Populus, the people. . . .Popular, populace, population, depopulate, unpopular.

Porto (portat-um), I carry. . . .Portable, portage, deport, comport, import, important, importance, deportment.

Posse, to be able. . . .Possible, impossible.

Prehendo (prehens-um or prens-um), I seize. . . .Apprehend, apprehension; comprehend, comprehension; reprehend. Through Fr. *prendre*, *pris:* Prize; prison; apprise; enterprise; reprisals; surprise.

Premo (press-um), I press. . . .Print, impress, compress, repress, depress, imprimatur.

Primus (French, premier), first. . . .Prime, primer, Premier (Prime Minister).

Probo (probat-um), I prove. . . .Probe, prove, proof, probation, provable, probable, approve, approbation, disprove.

Quæro (quæsit-um), I seek. . . .Query, question; (with *ad*, to) acquire, acquisitive, acquisition; (with *ex*, out) exquisite; (with *in*, into) inquire, inquisitive, inquisition; (with *re*, back) require, requisite, requisition. Through Fr.: Conquer, conqueror, conquest (O. Fr. *conquest*).

Quattuor, four; quadra, a square. . . .Quadrant, quadratic; (with *manus*, the hand) quadrumanous; (with *pes*, *ped-is*, the foot) quadruped, quart, quarter, quarters. Through Fr.: Quadrille, quarantine (from *quarante*, forty).

Rego (rect-um), I rule; regula, a rule. . . .Regal, regimen, regent, regulation, rector, rectory; (with *con*) correct, corrective, correction; (with *dis*, apart) direct, director, direction; (with *in*, not, and *con*) incorrigible; register (a correct list). Through Fr.: Royal (the Fr. form of *regal*, as *loyal* is of *legal*); reign; (with *vice*, in the room of) viceroy.

Rogo (rogat-um), I ask. . . .Surrogate, interrogate, interrogation, arrogate, derogate.

Rota, a wheel; rotundus, round. . . .Rote, rotate, rotation; rotunda. Through Fr.: Round; routine, route.

Rumpo (rupt-um), I break. . . .Corrupt, disrupt, irruption, rupture.

Salio (salt-um), I leap. . . .Assault; (with *ex*, out) exult; (with *in*, upon) insult; (with *re*) result; salmon (= the leaper).

Sacer (sacr-i), sacred. . . .Sacred, sacerdotal, sacrament, sacrifice, sacrilege, consecrate, desecrate.

Satis, enough. . . .Satisfy, satiate, satisfaction, satiety, insatiate.

Scio (scit-um), I know. . . .Science, scientific, conscious, conscience.

Scribo (script-um), I write. . .Scribe, scribble; scrip (the *written* document for a share in a company); (with *ad*, to) ascribe, ascription; conscript, conscription; describe, descriptive, description; (with *non*, not) nondescript; (with *præ*, before) prescribe, prescription. Through Fr.: Escritoire (a writing-desk).

Seco (sect-um), I cut. . . .Sect, section, sectary, sectarian; segment; (with *bis*, twice) bisect; (with *dis*, apart) dissect, dissection; (with *in*, into) insect; (with *inter*, between) intersect.

Sentio (sens-um), I feel or think. . . .Sense, sensible, sensation, sensitive; sentence, sententious; (with *ad*) assent; (with *dis*) dissent, dissension; (with *non*, not) nonsense, nonsensical; (with *præ*, before) presentiment; (with *re*, back) resentment.

Servo (servat-um), I keep. . . .Serve, service, reserve, conserve, preserve, deserve, desert (reward).

Signo, I sign or seal; signum, a sign. . . .Sign, signal, signature, signify, significant, signification; ensign; assign; consign, consignment; design; resign (= to give back the seal of office).

Similies, like; simulo, I pretend to be like. . . .Similar, simile, similitude; simulate, simulation, (with *ad*) assimilate. Through Fr. *sembler*; (with *ad*) assemble; dissemble; resemble. The *b* is a cushion between the two liquids *m* and *l*. (Compare *chamber*, from *camera*.)

Simplex, simple. . . .Simplify, simpleton, simplicity.

Sisto, I stop. . . .Assist, consist, desist, insist, resist, subsist, resistance, subsistence.

Socius, a companion. . . .Society, social, associate, dissociate, sociology.

Solus, alone. . . .Solitary, sole, soliloquy, solitude, solo.

Solvo (solut-um), I loose, or free. . . .Solvent, solution, dissolve, resolve, absolve.

Specio (spect-um), I see; specto, I look at; speculor (specul-atus), I watch. . . .Spectacle, spectacles; spectre, spectral; (with *ad*) aspect; (with *circum* about) circumspect, circumspection; (with *con*) conspicuous; (with *re*, again) respect, respire, respiration.

Sto (stat-um), I stand. . . .Stand, station, status, stable, unstable, stability, constable, establish, instate, reinstate.

Struo (struct-um), I build. . . .Structure; construe, construct, construction; instruct, instructor, instruction; (through Fr.) instrument.

Super, above. . . .Superior, superiority.

Terra, the earth....Terrene; terrestrial; territory; (with *aqua*, water) terraqueous; (with *media*, middle) Mediterranean; (with *in*, in) inter, interment; (with *sub*) subterranean; (through Fr.) terrace (a raised level of earth), and terrier (a dog that follows game underground).

Tendo (tens-um and tent-um), I stretch....Intend, intention, contend, distend, distension, pretend, pretence, pretension, contention, tent.

Teneo (tent-um), I hold....Contain, content, intent, retain, detain, sustain, pertain, attain, attention, retention, tenure, tenable, tenor, tenet, tenement, tenant, tenon.

Torqueo (tors-i, tort-um), I twist....Torment, torture, torsion, tort, contortion, contortionist.

Traho (tract-um), I draw....Abstract, attract, contract, detract, retract, subtract.

Umbra, a shade....Umbrage (= offence, shown by a shade gathering over the brow); umbrageous; umbrella (a small shade).

Unda, a wave....Undulate, undulatory; inundate; redundant. Through Fr.: Abound (= to flow over the banks).

Unus, one....Union, unite, reunite, reunion, unify, unification, triune, disunite, disunion.

Utor (us-us), I use...Use, usage, usury (money paid for the *use* of money); utensil, utility; abuse; (with *per*, through) peruse.

Vado (vas-um), I go....Invade, invasion, evade.

Valeo, I am strong or well; validus, strong....Valid, valor, valiant, value; (with *in*, not) invalid, invalidate; (with *ad*, to) avail; (with *præ*, over) prevail; (with *æquus*, equal) equivalent.

Venio (vent-um), I come....Advent, adventure; (with *circum*, around) circumvent, circumvention; (with *con*) convene, convent, convention, conventional, conventicle, convenient; (with *e*, out) event; (with *in*, upon) invent, invention, inventory; present, prevention; revenue (what comes *back* to the state); (with *super*, over) supervene. Through Fr.: Avenue; covenant.

Verto (versum), I turn....Convert, conversion, invert, revert, divert, avert, version, controvert.

Vetus (veter-is), old.... Veteran, inveterate.

Via, a way.... Viaduct (from *duco*, *duct-um*, I lead); (with *de*, from) deviate; (with *in*, not, and *per*, through) impervious; (with *ob*, against, obviate, obvious; (with *præ*, before) previous; (with *tres*, three) trivial (= the kind of talk found where three ways meet). Through Fr.: Convoy; invoice.

Video (vis-um), I see; viso, I visit.... Visor, vision, visit, visage, visible; evident; (with *pro*, before) provide, provident (contracted into *prudent*), providence, provision; (with *in*, not) improvident, improvidence; revise, revision; (with *super*, over) supervise, supervision. Through Fr.: *voir*, to see, and *vue*, a sight: View, *vis-a-vis*: (with *in*, against) envy; interview; review; vidette (a cavalry sentinel); survey, surveyor.

Vinco (vict-um), I conquer.... Convince, convict, province, invincible, evict, victor, victory.

Vivo (vict-um), I live.... Revive, survive, vivacious, vivid, vivify, vivisection, viviparous.

Voco (vocat-um), I call; vox (voc-is), a voice.... Vocal, vocation, vocative, vocalist, vocabulary, vociferate, advocate, advocacy; (with *æquus*, equal) equivocal, equivocation; invoke; revoke; convoke; convocation; (with *pro*, in front) provoke, provocation. Through Fr.: vowel; vouch, vouchsafe (to warrant safe by a promise).

APPENDIX C.

HINTS AND RULES FOR READING.

PRONUNCIATION.

We read aloud to be heard, and we read aloud to be understood. The first object is accomplished by a mechanical effort; the second, by a mechanical and an intellectual effort. We do not make ourselves heard by loudness of voice, — although that may be necessary before a large number of people, — but by the correct and complete pronunciation of each word; and if we wish to make the matter we read clearly understood and felt by our hearers, we must add to the mechanical effort of the voice its various modulations or changes.

Correct pronunciation means more than correct accentuation. By correct accentuation is meant that in pronouncing words of more than one syllable we give prominence to one syllable over another. Thus when we utter the word *monotonous*, we give more force or weight to the voice on the syllable *ot* than on any of the other syllables; if we placed the force on the third "*o*" and pronounced it *monoto'nous* it would be wrongly accentuated. Speakers and readers frequently omit some of the sounds, and are apt to pronounce *monotonous* as if it were *monot'nous*. This of course is defective pronunciation; and although it is the defect that constantly marks incorrect reading or speaking, the avoidance of it is of the first importance if we aim at being *heard*, that is, if we wish every word uttered to be understood.

The first rule, then, to be observed in the practice of reading is to *pronounce distinctly and correctly every letter the sound of which goes to make up the whole word.*

Now in practice the careless reader neglects the unaccented syllables and the final letters of words. Thus in the word *general*, the syllable which takes the primary or leading accent is *gen*, *al* takes a softer or secondary accent, and *er* takes hardly any accent; this last is the syllable which is either omitted or slurred over. Again, in the words *straitest sect*, the final *st* of the one and the final *t* of the other are omitted, and the words are pronounced *strait-ĕ-sec*. Systematic and regular drill is necessary to establish habits of perfect utterance. This drill embraces exercises in breathing, articulation, or the sounding of consonants and vowels distinctly and correctly, and vocal exercises, to give force and purity to the voice.

THE BREATH.

The breathing exercises are various (see Lewis's "How to Read"), but, however varied, the method is simple. The breath may be inhaled through the mouth, but the best method is to inhale through the nostrils and exhale through the mouth, and in every act of inhalation the base of the lungs should be filled, first, by raising the abdomen. It is also a good practice to pronounce several series of words, or to count, say, from one to four, five to eight, etc., and breathe between the series or groups. Frequent and regular breathing during the action of speaking is indispensable to good delivery, and the practice just recommended fosters the habit of regular breathing.

ARTICULATION.

Distinct reading depends upon finished articulation. In pronouncing a *word* we unconsciously pronounce each *element* forming the word. Two actions are indispensable to this effort, at least in uttering the consonantal elements of the word. The organs of speech must be brought

into contact and then separated. These actions must be prompt and complete. Success in this depends upon a knowledge of the *sounds* represented by letters, hence pupils should be made familiar with all the sounds represented by the letters as they occur in words. (See "How to Read.") During a reading exercise phonic drill should always be given. Each pupil, and then all the class together, should sound the letters used in selected words. An eminent elocutionist recommends the following practice: —

"Begin at the end of a line, sentence, or paragraph, so as to prevent the possibility of reading negligently; then, (1) articulate every *element* in every word, separately and very distinctly, throughout the line or sentence; (2) enunciate every *syllable* of each word throughout the line or sentence clearly and exactly; (3) pronounce every *word* in the same style; (4) read the *line* or *sentence* from the beginning, forward, with strict attention to the manner of pronouncing every word; (5) read the whole line or sentence with an easy, fluent enunciation, paying attention to the expression of the meaning, but without losing correctness in the style of the pronunciation. This is apparently a merely mechanical drill, but its effects are strikingly beneficial in a very short time. The habits of classes of young readers have thus been, in some instances, effectually changed, within a very few weeks, from slovenliness and indistinctness, to perfect precision and propriety, united to fluency and freedom of style."*

THE VOICE AND THE EAR.

The modulations of the voice give meaning and force to words, and these modulations can be acquired only by systematic drill. The ear distinguishes these variations, and is quickened in its perceptions by the drill.

PITCH. — A knowledge of music is not necessary to expressive reading, but musical culture develops voice power and quickens the acuteness of the ear. The student of reading should be able to distinguish the notes of one octave in music. The speaking voice changes in pitch, and in order to acquire facility in modulation pupils should be exercised in reading passages on each note of the gamut in succession. ("How to Read," p. 44.)

INFLECTION. — Inflection differs from pitch in not being a step, but a slide from one note to another. Every word we speak is thus inflected, the voice sliding up or down, or combining the two slides in circumflex form. Thus when we ask the following two questions these slides naturally distinguish the questions: —

"Is it cold′ or warm` to-day?"

The voice on *cold* slides upwards, and on *warm* it slides downwards. Pupils should be practised on each of these slides. When the ear fails to perceive the inflection, questions and answers similar to the following will aid the pupil: —

Did he say yes′ or no`?
He said yes`, not no′.
Do you ride′ or walk`?
I walk`, I do not ride′.

The drill is simple. Take each of the vowels in succession and let the voice slide first up on a series, then down, as,

a′ e′ i′ o′ u′; a e` i` o` u`.

APPLICATION OF PITCH AND INFLECTION.

1. PITCH. — Generally there are three leading modulations of the speaking voice, — low, middle, and high. The low is the appropriate

* "The cultivation of the Voice in Elocution," by J. E. Murdoch and William Russell.

pitch for grave or solemn subjects; the middle is the pitch for conversation free from strong emotion, and for didactic compositions; the high pitch is demanded for light or exciting compositions. The last is also the natural expression of alarm, of pain, of sudden terror, of great rage, and of acute grief and fear. These modulations, however, cannot be distinctly marked and graded. There are countless shades of difference which give expression to varied thought and feeling, but which can be distinguished only by the cultured ear. The practice of reading passages in every variety of pitch, as suggested above, will aid this culture. Principal and subordinate sentences and phrases should be carefully distinguished by a slight change of pitch. Generally a principal sentence is read higher than a subordinate sentence, and qualifying phrases or parenthetical clauses, like subordinate sentences, are read a slight degree lower than the principal members.

2. INFLECTION. — The principles of inflection are simple and natural. The rising inflection marks the termination of words or sentences incomplete in themselves and referring to words or sentences that follow. All appeals that expect attention, or involve inquiry, or ask questions that can be answered by *yes* or *no*, the speaker being uncertain of the answer, take the rising inflection. Any question put in the form of an appeal takes the rising inflection, even if the questioner knows what the answer ought to be. Questions that cannot be answered by *yes* or *no*, and that begin with an adverb or a pronoun, end with the falling inflection, and questions that can be answered by *yes* or *no*, the questioner knowing and expecting without appeal which it shall be, take a falling inflection. Such questions are either assertive or imperative in spirit although interrogative in form. All imperative sentences, all expressions complete in themselves and not dependent on sentences or words that follow, all words of passionate or great emphasis, take the falling inflection. Let the reader be careful to give a falling inflection at the end of a stanza, unless otherwise directed by any of the above principles.

RHETORICAL PAUSES.

Never fail to pause where the grammatical punctuation occurs. In these Readers the wide spaces between words in the poetical extracts also indicate places for pausing. Generally the principles for pausing depend upon the grammatical forms of the sentences. These forms express varieties of thought, the attributes of subjects and objects, and the modifications of actions. Hence the following rules will always be a sufficient guide for marking the rhetorical pauses: —

Pause after: (1) The subject when it is emphatic or qualified by attributes; (2) Words in apposition; (3) Completion of the predicate when followed by extensions; (4) Each extension when consisting of several words; (5) The objective phrase, or the extension of the predicate when it is inverted.

Pause before: (1) The infinitive mood: (2) Prepositions when governing phrases; (3) Every new sentence.

Pause between words where a clear ellipsis occurs.

Pauses have also the best effect before and after any very impressive or important word or expression which demands attention or is impassioned in character.

EMPHASIS.

When we speak one word in a sentence with greater force than the other words, we are said to give it emphasis. Thus emphasis is to sentences what accent is to words. Bad readers emphasize either too many words or the wrong words. In order to select the proper word for emphasis, we must first ascertain the full meaning of the whole passage; we must next find the word or words that give a special or particular meaning to the passage. By emphasizing such words the clearest and most satisfactory meaning will be given to the sentence; by emphasizing any

other word the meaning will be either darkened or changed. Thus in the third verse of "The Burial of Sir John Moore" (p. 274), the poet means to show that he was buried like a *warrior* in his military dress. Hence the emphatic words in the first two lines are *coffin*, *sheet*, and *shroud*, and in the next two lines *warrior* and *martial cloak*. The first three words are emphatic by contrast with the last three, and the word of all these that at once explains the manner of his burial and that takes the strongest emphasis is *warrior*. Now transfer the emphasis from these words and give it to *useless*, or *lies*, or *breast*, or *him*, etc., and the whole sense is changed and the idea destroyed. Hence, to investigate a passage in order to find its emphatic word or words is to investigate its entire meaning. This must be done if good reading is to be obtained.

TIME.

We must read fast or slowly according to the nature of the composition. If we read fast, we must take care that every word is perfectly uttered, that every letter or combination of letters used in each word is distinctly and correctly sounded. Hence it is a good exercise occasionally to read very fast, but with finished correctness. If we read slowly, we must not drag the words along. Slow reading must not be dull or heavy; it must be animated, and often marked by greater force than fast reading. Words expressive of light, gay, and happy thoughts are read faster than those expressive of deep emotions of solemnity or awe. "The Highland Gathering" must be read fast; "A Psalm of Life," slowly. Sentences and parts of sentences vary their time, for uniformity in reading is wearisome. Thus, in "The Burial of Sir John Moore," the first verse expresses hurry, and is read faster than the last, which represents a lingering over the grave. Subordinate sentences and phrases are read faster than the principal ones. Parenthetical clauses, if more important than the principal, are read slower; if less important, faster. Similes are read faster or slower, according to their nature, than the literal parts. Slow reading is accomplished by prolonging the quantity or sound of long vowels and liquids when it can be done without a disagreeable dragging. Sometimes a slight tremor thrown into a word will prolong it and give it the necessary force.

EXPRESSION.

It has been stated that passages must be investigated in order to find the emphatic parts. But this should be the rule for reading any passage, and for all the purposes of expression. What is the main object of the composition? Is there some great principle, truth, feeling, or other purpose, to be brought out? If so, how is it done? Which are the sentences, which the words, that best fulfil this object? And, finally, how, according to the principles of elocution, shall these thoughts, these feelings, these words, be spoken? In many instances — especially in the animated descriptions of history or conceptions of poetry — the imagination must be awakened and excited so as to realize to the mind by its own efforts what the author has written. Thus, in reading "The Charge of the Light Brigade," the reader must try to picture the whole terrible scene, to enter into it, to charge forward, to attack, to retreat. Every effort of this kind strengthens the imaginative or poetical powers of the student, and gives stronger and truer expression to his reading. Rules are necessary to correct and guide, but without the feeling and the imagination to conceive and understand the passages we read, the rules are worthless, and the reading will be useless and uninteresting.

APPENDIX D.

WORDS OFTEN MISPRONOUNCED.

SOUNDS OF THE MARKED LETTERS.

ä as in arm	ē as in eat	ĭ as in ill	ū as in use
ā " ale	ĕ " end	ō " old	ŭ " up
ă " and	ī " ice	ŏ " on	o͝o " ooze

absolutory, ab-sol′u-to-rĭ, *not* ab-so-lu′to-rĭ.
acclimate, ak-klī′māt *not* ak′klĭ-māt.
acoustics, a-kows′tiks, *not* a-kōōs′-tiks.
adjectival, ad′jek-tiv-al.
admirable. ad′mĭ-ra-bl, *not* ad-mi′-ra-bl. So ad′mi-ra-bly.
albumen, al-bu′men, *not* al′bu-men.
aliment, ăl′ĭ-ment, *not* ā̆l′ĭ-ment.
ally (*noun and verb*) al-lī′, *not* al′lī *nor* al′lĭ.
amateur, am-a-tur′, or am-a-tūr, *not* am′a-tōōr.
amenable, a-me′na-bl, *not* a-men′-a-bl.
amenity, a-men′ĭ-tĭ, *not* a-me′nĭ-tĭ.
antarctic, ant-ark′tik, *not* ant-ar′-tik.
antipodes, an-tip′o-dēz, *not* an′ti-pōdz.
apron, a′prun, *not* a′purn.
Arabic, ăr′a-bik, *not* a-ra′bik.
area, a′re-a, *not* a-re′a.
assets. as′sets, *not* as-sets′.
asthma, ast′ma, or az′ma.
bade, băd, *not* bād.
bitumen, bĭ-tu′men, *not* bit′u men.
brethren, breth′ren, *not* breth′er-en.
camelopard, ka-mel′o-pard, *not* kam-el-lep′ard.
canine, ka-nīn′ rather than ka′nīn.
caret, ka′ret, *not* kăr′et.
carry, kăr′ri, *not* kĕr′ri.
casualty, kazh′u-al-tĭ, *not* kazh-u-al′ĭ-tĭ.
cerements, sēr′ments, *not* sĕr′e-ments.
chagrin, sha-grēn′ or sha-grĭn′.
chamois, sham′ĭ.
chlorine, klo′rĭn or klo′rīn.
communist, kom′mu-nist, *not* kom-mun′ist.
comparable, kom′pa-ra-bl, *not* kom-pār′a-bl.
concentrate, kon-sen′trāt.
conjure (*to practise magic*), kun′jur, *not* kon′jur.
consummate (*adj.*), kon-sum′māt, *not* kon′sum-māt.
conversant, kon′ver-sant, *not* kon-ver′sant.
coral, kor′al, *not* ko′ral.
corollary, kor′ol-la-ri, *not* ko-rol′-la-rĭ.
cucumber, ku′kum-ber, *not* kow′-kum-ber.
decade, dek′ād, *not* dek-ād′.
demonstrator, dem′on-stra-tur.
destine, des′tĭn, *not* des′tīn.
desultory, des′ul-to-rĭ, *not* de-zult′-o-ri.
digression, dĭ-gresh′un, *not* dĭ-gresh′un.
diphtheria, dif-the′rĭ-a, *not* dip-the′rĭ-a.
discourteous, dis-kurt′e-us, *not* dis-kōrt′e-us.
distich, dis′tik, *not* dis′tich.

dross, drŏs, *not* drōss.
ductile, duk′tĭl, *not* duk′tīl.
educate, ed′u-kāt, *not* ed′ĭ-kāt. So ed-u-ca′tion.
enervate, e-ner′vāt, *not* en′er-vāt.
equation, e-kwa′shun, *not* e-kwa′-zhun.
equinox, e′kwĭ-noks, *not* ek′wĭ-noks. So e-qui-noc′tial.
exemplary, egz′em-pla-rĭ, *not* egz-em′pla-rĭ.
exonerate, egz-on′er-āt, *not* eks-on′-er-āt.
extol, eks-tōl′, *not* eks-tōl′.
fabric, fāb′rik, *not* fă′brik.
favorite, fa′vor-ĭt, *not* fa′vor-īt.
fidelity, fĭ-del′ĭ-tĭ, *not* fī-del′ĭ-tĭ.
figure, fig′yur, *not* fig′ur. So fig′-ured.
fortress, for′tres, *not* fōrt′res.
genuine, jen′ū-ĭn, *not* jen′ū-īn.
gerund, jĕr′und, *not* je′rund.
glacier, glas′ĭ-er, *not* gla′sēr.
government, guv′ern-ment, *not* guv′er-ment.
heroism, hĕr′o-izm, *not* he′ro-izm.
hostage, hŏs′tāj, *not* hōs′tāj.
hydropathy, hi-drop′a-thĭ, *not* hi′-dro-path-ĭ. So hy-drop′a-thist.
immediate, im-me′di-ăt, *not* im-me′jăt.
impotence, im′po-tence, *not* im-po′-tence. So im′po-tent.
indisputable, in-dis′pu-ta-bl, *not* in-dis-pu′ta-bl.
integral, in′te-gral, *not* in-te′gral.
interest, in′ter-est, *not* in′trest, *nor* (*verb*) in-ter-est′.
inventory, in′ven-to-rĭ, *not* in-ven′-to-rĭ.
isolate, iz′o-lāt or is′o-lāt, *not* ĭ′so-lāt. So is-o-la′tion.
jaundice, jän′dĭs, *not* jawn′dĭs.
jugular, ju′gu-lar, *not* jug′u-lar.
latent, lā′tent, *not* lăt′ent.
laundry, län′drĭ, *not* lawn′drĭ. So laun′dress.
licorice, lik′o-ris, *not* lik′er-ish.
mandarin, man-da-rēn′, *not* man′ da-rĭn.
maritime, măr′ĭ-tīm, *not* măr′i-tĭm.
masculine, mas′ku-lĭn, *not* mas′-ku-līn.
massacred, mas′sa-kerd, *not* mas′-sa-krēd.
matrix, ma′triks, *not* mat′riks.
medicine, med′ĭ-sin, *not* med′sun.
miasma, mĭ-az′ma, *not* me-az′ma.
mineralogy, min-er-ăl′o-jĭ, *not* min-er-ol′o-jĭ.
molecule, mŏl′e-kūl, *not* mōl′kūl, *nor* mō′le-kūl.
national, nash′un-al, *not* na′shun-al. So na-tion al-ity.
nephew, nev′yōō or nef′yōō.
neutral, nū′tral, *not* nōō′tral.
nuisance, nū′sance, *not* nōō′sance.
octavo, ok-tā′vo, *not* ok′ta-vo.
old, ōld, *not* ōl.
onerous, on′er-us, *not* o′ner-us.
ordeal, or′de-al, *not* or-de′al.
palmy, päm′ĭ, *not* päm ĭ, *nor* păl′mĭ.
participle, par′tĭ-si-pl, *not* part′si-pl.
patent, pat′ent, or pa′tent.
pathos, pa′thos, *not* păth′os.
pedestal, ped′es-tal, *not* pe-des′tal.
perfume (*noun*), per′fūm; (*verb*), per-fūm′.
perhaps, per-haps′, *not* praps.
phaeton, fa′e-ton, *not* fe′ton.
phonics, fon′iks, *not* fo′niks.
photographist, fo-tog′ra-fist, *not* fo′to-graf-ist. So pho-tog′ra-pher.
polonaise, pō-lo-nāz′, *not* pŏl-o-nāz.
portrait, pōr′trāt, *not* pōr′trāt. So por′trait-ure.
precedent (*adj.*), pre-sēd′ent, *not* pres′e-dent; (*noun*) pres′e-dent, *not* pre-se′dent.
predecessor, pred-e-ses′sur or pre-de-ses′sur, *not* pre′de-ses-sur *nor* pred′e-ses-sur.
prelate, prel′āt, *not* pre′lāt.
pretence, pre-tence′, *not* pre′tence.
probity, prob′ĭ-tĭ, *not* prō′bĭ-tĭ.
process, pros′es, *not* pro′ses.

profuse, pro-fūs′, *not* pro-fūz′.
progress (*noun*), prog′res, *not* pro′-gres; (*verb*), pro-gres′, *not* prog′res.
project (*noun*), proj′ekt, *not* pro′jekt.
promulgate, pro-mul′gāt, *not* prom′-ul-gāt.
prophecy, prof′e-sī, *not* prof′e-sī.
prophesy (*verb*), prof′e-sī, *not* prof′-e-sī.
pyramidal, pī-ram′ī-dal, *not* pīr′a-mid-al.
quoit, kwoit or koit, *not* kwāt.
recourse, re-kōrce′, *not* re′kōrce.
recreate (*to give fresh life to*), rek′-re-āt, *not* re′kre-āt. So rec-re-a′tion.
renew, re-nū′, *not* re-nōō′.
research, re-serch′, *not* re′serch.
reservoir, rez-er-vwor′, *but commonly pronounced* rez′er-vwor.
respite (*noun and verb*), res′pīt, *not* res′pīt.
revocable, rev′o-ka-bl, *not* re-vo′-ka-bl.
rinse, rĭnse, *not* rense.
route, rōōt.
said, sed, *not* sād.
salient, sa′lī-ent, *not* sal′ī-ent.
sandwich, sand′wich or sand′wij.
sanguine, sang′gwin, *not* san′gwin.
schism, sizm, *not* sĭz′um.
secretary, sek′re-ta-rĭ, *not* sĕk′e-ta-rĭ.
several, sev′er-al, *not* sev′rul.
sewer (*a drain*), su′er, *not* shore.
shrill, shril, *not* sril.
simile, sĭm′ĭ-lē, *not* sim′īl.
sleek, slēk, *not* slik.
soft, soft, *not* sawft.
soiree, swä′rā or swaw-rā′.
sojourn (*noun and verb*), so′jurn, *not* so-jurn′.
solemn, sol′em, *not* sol′um.
solstice, sōl′stis, *not* sōl′stis.
sonorous, so-no′rus, *not* son′o-rus.
student, stū′dent, *not* stōō′dent.
subtile (*thin or rare*), sub′tĭl, *not* sub′tīl.
swiftly, swift′lĭ, *not* swif′lĭ.
synod, sin′od, *not* sī′nod.
thanksgiving, thanks′giv-ing, *not* thanks-giv′ing.
thyme, tīm, *not* thīm.
tiny, tī′nĭ, *not* tē-ni *nor* tīn′ĭ.
tribune, trib′ūn, *not* trī′būn.
tulip, tū′lip, *not* tōō′lip.
tumor, tū′mur, *not* tōō′mur.
typhus, tī′fus, *not* tĭ′pus.
vehement, ve′he-ment, *not* ve-he′-ment. So ve′he-mence.
venial, ve′nĭ-al, *not* vēn′yal.
violent, vi′o-lent, *not* voi′lent. So vi′o-lence.
visor, viz′ur, *not* vī′zur.
volatile, vol′a-tĭl, *not* vol′a-tīl.
wan, wŏn, *not* wăn.
wept, wept, *not* wep.
worship, wur′ship, *not* wush′ip.
worst, wurst, *not* wust.
yellow, yel′lo, *not* yel′ler *nor* yăl′lo.
yourself, yōōr-self′, *not* yĕr-self′.
zoology, zo-ol′-jĭ, *not* zōō-ol′o-jĭ *nor* zōō′lo-jĭ.